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Career & Technology Studies

Learning Facilitator's Manual

Managing the Venture
EAI 3010

Distance Learning

Alberta Education

Managing the Venture
(EAI 3010)

LEARNING FACILITATOR'S MANUAL

Alberta
EDUCATION

NOTE: This Managing the Venture Learning Facilitator's Manual contains the Final Test and answers to the Final Test and to the teacher-assessed assignments; therefore, teachers should at all times keep it secure against unauthorized student access. The Final Test should be accessible to students only in supervised situations.

Enterprise and Innovation 3010
Managing the Venture
Learning Facilitator's Manual
Learning Technologies Branch
ISBN 0-7741-1385-5

This document is intended for	
Students	
Teachers	✓
Administrators	
Parents	
General Public	
Other	

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- Alberta Education, **http://ednet.edc.gov.ab.ca**
- Learning Technologies Branch, **http://ednet.edc.gov.ab.ca/ltb**
- Learning Resources Distributing Centre, **http://ednet.edc.gov.ab.ca/lrdc**

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Teachers

Register with the Learning Technologies Branch

The Learning Technologies Branch is dedicated to upgrading and continually improving your Learning Facilitator's Manual so that it accurately reflects any necessary revisions we have had to make in the Student Module Booklet, Assignment Booklet, or the sample Final Test. The types of revisions that will be made are those that make the module more accurate, more current, or more effective.

LTB will send you the **latest enhancements** or **minor upgrades** for your Learning Facilitator's Manual if you return the following registration card to: Learning Technologies Branch, Box 4000, Barrhead, Alberta T7N 1P4, Attention: Instructional Design and Development.

LTB Learning Facilitator's Manual
Registration Card

First Name _____ Surname _____

School Name _____ School Phone Number _____

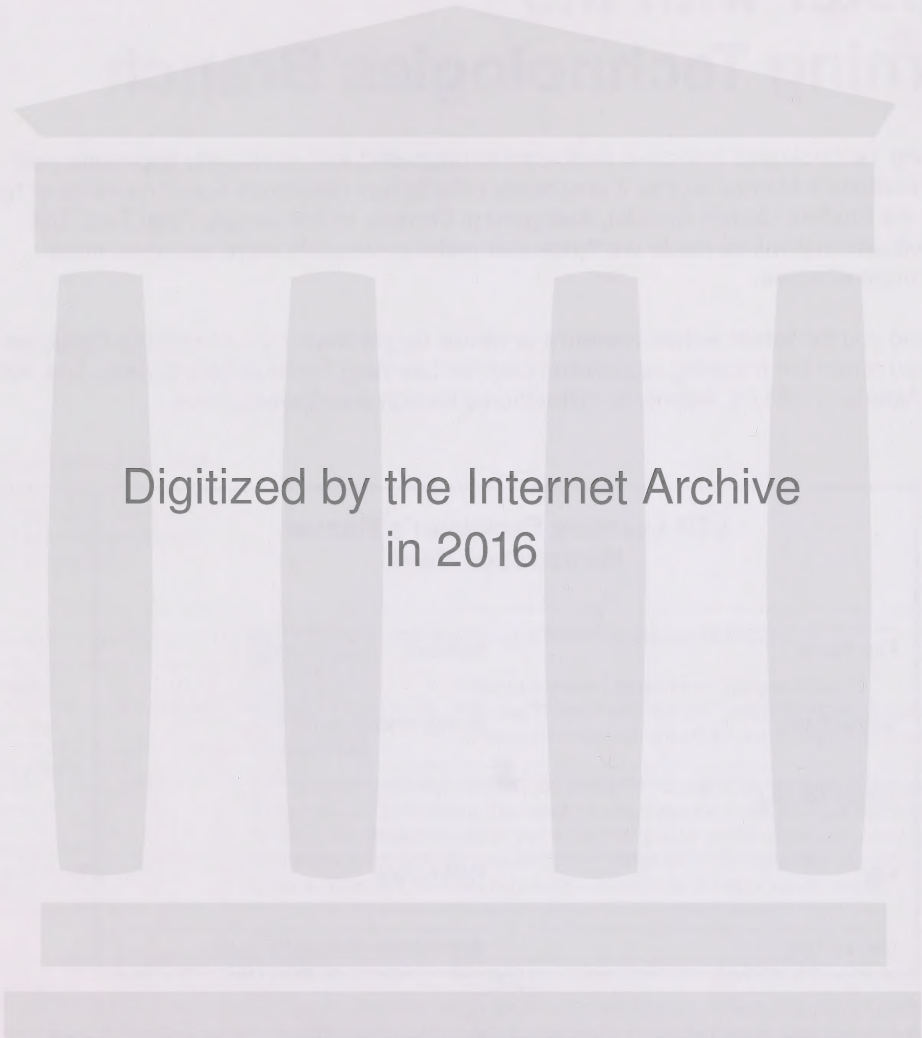
School Address _____

City _____ Postal Code _____

Course Title _____ Approximate Date of Purchase _____

You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Learning Technologies Branch, free of charge by dialling 310-0000, and ask for the Editing Unit. Also, a teacher questionnaire has been included at the back of most Learning Facilitator's Manuals. Please take a moment to fill it out.

We look forward to hearing from you!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https://archive.org/details/managingventureealbe

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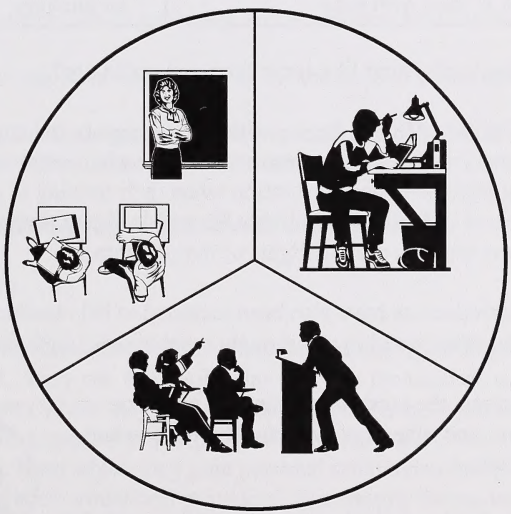
Teacher Questionnaire

Introduction

A survey of these course materials will confirm that this learning package has been specially designed for many kinds of teachers working in a variety of situations.

In Which Category Do You Fit?

- ❑ Small Schools Teacher
  - ❑ inexperienced
  - ❑ experienced, but in other subject areas
  - ❑ experienced in teaching Enterprise and Innovation, but wanting to try a different approach
- ❑ Distance Learning Teacher
  - ❑ travelling to schools within the region
  - ❑ using facsimile and teleconferences to teach students within the region
- ❑ Large Schools Teacher
  - ❑ inexperienced
  - ❑ experienced in teaching Enterprise and Innovation, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers, regardless of the situation.

Advantages for Students

Materials

- incorporate a strong learner-centred philosophy
- promote such qualities in the learner as autonomy, independence, and flexibility
- are developed through media that suit the needs and circumstances of the learner
- reflect the experiential background of Alberta students
- provide opportunities by overcoming barriers that result from geographical location
- promote individualized learning, allowing learners to work at their own pace

Advantages for Teachers

Materials

- allow teachers maximum teaching time and minimize preparation time
- include different routes through the materials to suit different learners
- incorporate a wide range of teaching strategies, in particular those using independent and individual learning
- deliver curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provide learning materials that are upwardly compatible with advanced educational technology

Does this learning package sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Career and Technology program. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Enterprise and Innovation when their training is in other subject areas. This brief description is not meant to replace the Alberta Education Guide to Standards and Implementation, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this learning package and determine how they might want to use it in their classrooms.

Beyond the introduction, the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The Student Module Booklets, Assignment Booklets, and LFMs are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.

Overview of Career and Technology Studies

Program Philosophy

Career and Technology Studies offers all students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to broaden their knowledge about careers, occupations, and job opportunities and the training requirements involved. As well, they will recognize the need for life-long learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment and management of the impact that the use of the technology may have on themselves, on others, and on the environment

Overview of the Enterprise and Innovation Strand

Strand Rationale

Every community has entrepreneurs. They are individuals who recognize a need or a demand that needs to be satisfied. They can be people who work for themselves, who create their own jobs, or who operate a business where they hire other staff. They use resources like land, labour, capital, and technology to address a need, want, or problem in an innovative way. They take some risk to create a career and a lifestyle from which they gain personal satisfaction and a sense of accomplishment. The Enterprise and Innovation strand will provide an opportunity for students to develop expertise at the following:

- identifying opportunities
- monitoring and revising plans

- marshalling resources
- developing sensitivity to the needs and wants of client groups
- developing and implementing plans
- building teamwork and leadership skills

Many people are expected to experience several career changes throughout their working lives. Therefore it is important that students develop competencies that can be transferred readily. This strand will enable students to recognize opportunities and to develop confidence in their ability to act upon these opportunities. Enterprise and Innovation allows them to identify and assess their strengths, aptitudes, and interests as they prepare to leave school, continue in post-secondary education, or move directly into the workplace. Within the philosophy of Career and Technology Studies, students in Enterprise and Innovation will

- identify and enhance personal motivation, self-concept, and the knowledge, skills, and attitudes that foster enterprise and innovation
- develop an awareness of the role of business and entrepreneurship in society and the global economy
- translate change and challenge into a viable opportunity by identifying options, resources, and support sources
- learn to recognize opportunities regardless if they are problems to solve, societal trends to address, or ways to improve a product, process, or service
- develop skills in creative thinking and teamwork by generating ideas and alternatives that address a need, opportunity, or a problem-solving technique
- apply the theories of planning, organizing, and managing to their ventures
- develop criteria for analysing the feasibility of the venture and develop criteria for assessing venture alternatives
- learn the management process of decision making and problem solving
- consider entrepreneurial career options
- demonstrate mastery of basic competencies

Strand Organization

Themes

Modules in Enterprise and Innovation have been grouped into three theme areas: getting the idea, preparing for action, and making it happen.

In the getting the idea theme, students learn to recognize opportunities and generate ideas to meet society's needs in creative, new, and innovative ways. The modules in the preparing for action theme challenge the students to formalize their venture planning and skills by examining planning strategies, identifying, assessing, and minimizing risk. Students select, plan, and assess a specific venture. They also have the chance to analyse and assess the financing alternatives and feasibility of various ventures.

In the making it happen theme, students place their venture plans into action. They apply management and marketing strategies to their ventures and, if appropriate, may also expand them.

Concepts

The module learner expectations describe the competencies that students are expected to develop. The concepts attached to the specific learner expectations are based upon what the student is required to learn to meet the exit-level competencies. The sequence in which the learning should take place to achieve the assessment criteria and conditions provides the basis for the choice of the concepts for each module.

Levels

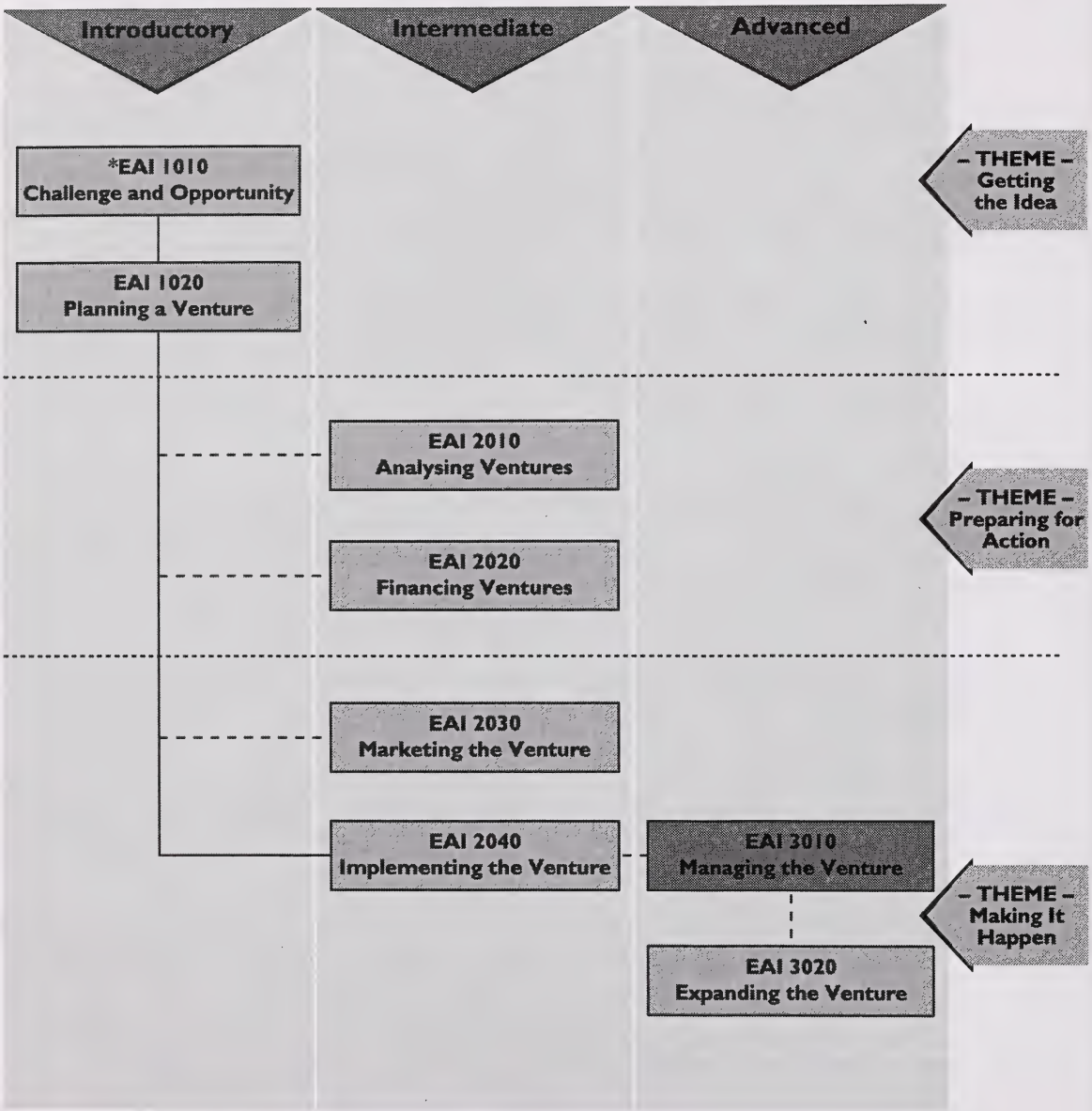
The Enterprise and Innovation curriculum is organized into three levels of learning: introductory, intermediate, and advanced, denoting the degree of complexity and the level of student ability expected for success.

Students at the introductory level work with teacher guidance. The introductory level provides basic skills and knowledge. The introductory level modules help students build daily living skills and form the basis for further learning. They are developed for students who have no previous experience in the strand.

At the intermediate level, the modules build on the competencies learned at the introductory level and develop more complex competencies. When students have been taught the prerequisite skills and knowledge, teachers should expect students to assume more responsibility for their learning as they apply this knowledge.

At the advanced level, students are expected to take personal responsibility for their learning, to work cooperatively in groups when appropriate, and to require less direct instruction from their teacher. At the advanced level, the students are more involved in research and decision making. The advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program. The assessment criteria and conditions at each level reflect the change in expectations.

The Enterprise and Innovation Strand



* prerequisite to all other modules

Some of these modules may not yet be in a distance learning format.

Module Descriptions

EAI 1010: Challenge and Opportunity

The student identifies, compares, and assesses a variety of venture opportunities and ideas, and investigates career paths and possibilities where enterprise and innovation are particularly important.

EAI 1020: Planning a Venture

The student has the opportunity both to learn and to apply the "venture-planning process" while planning a venture.

EAI 2010: Analysing Ventures

The student gathers and analyses data to make informed decisions on the feasibility of ventures.

EAI 2020: Financing Ventures

The student examines various sources of financing and chooses the method that is best for financing the venture.

EAI 2030: Marketing the Venture

The student appraises various marketing strategies and formulates a marketing strategy for a venture.

EAI 2040: Implementing the Venture

The student implements and assesses a venture.

EAI 3010: Managing the Venture

The student develops management procedures for a venture.

EAI 3020: Expanding the Venture

The student explores and assesses the elements of success in expanding a venture.

Planning for Instruction

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level.

Planning for CTS

Defining Courses

Each module was designed for approximately seventeen to twenty-five hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands.

Module selection and sequencing must consider the module parameters, which define

- prerequisites and corequisites (entry-level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant

Basic Competencies

Career and Technology strands were designed to stand alone or to be integrated with other strands for a customized course of studies to meet student needs.

Two sets of basic competencies follow. The first set is the **Basic Competencies Reference Guide** from the CTS Guide to Standards and Implementation. This guide may be used by teachers who are in contact with students in a classroom situation.

The second set, **Basic Competencies for Distance Learners**, is a modification for distance learning students of the **Basic Competencies Reference Guide**.

Basic Competencies Reference Guide

The following chart outlines basic competencies which students will endeavour to develop and enhance in each of the CTS strands and modules. A student's basic competencies should be assessed through observations involving the student, teacher(s), peers, and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Development Framework*. **As students progress through Stages 1, 2, 3, and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include the following:

- having students rate themselves and each other
- using reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas on which to focus
- building a student's portfolio

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
• comes to class prepared for learning	• →	• →	• →
• follows basic instructions as directed	• follows instructions with limited direction	• follows detailed instructions on an independent basis	• →
	• sets goals and establishes steps to achieve them with direction	• sets clear goals and establishes steps to achieve them	• demonstrates self-direction in learning, goal setting, and goal achievement
• acquires specialized knowledge, skills, and attitudes	• applies specialized knowledge, skills, and attitudes in practical situations	• transfers and applies specialized knowledge, skills, and attitudes in a variety of situations	• transfers and applies learning in new situations; demonstrates commitment to life-long learning
• identifies criteria for evaluating choices and making decisions	• identifies and applies a range of effective strategies for solving problems and making decisions	• uses a range of critical-thinking skills to evaluate situations, solve problems, and make decisions	• thinks critically and acts logically to evaluate situations, solve problems and make decisions
• uses a variety of learning strategies	• explores and uses a variety of learning strategies with limited direction	• selects and uses effective learning strategies	• →
		• co-operates with others in the effective use of learning strategies	• provides leadership in the effective use of learning strategies
Managing Resources			
• adheres to established timelines; uses time/schedules/planners effectively	• creates and adheres to timelines with limited direction; uses time/schedules/planners effectively	• creates and adheres to detailed timelines on an independent basis; prioritizes tasks; uses time/schedules/planners effectively	• creates and adheres to detailed timelines; uses time/schedules/planners effectively, prioritizing tasks on a consistent basis
• uses information (material and human resources) as directed	• accesses and uses a range of relevant information (material and human resources) with limited direction	• accesses a range of information (material and human resources) and recognizes when additional resources are required	• uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
• uses technology (facilities, equipment, supplies) as directed to perform a task or provide a service	• uses technology (facilities, equipment, supplies) as appropriate to perform a task or provide a service with minimal assistance and supervision	• selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	• recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
• maintains, stores, and/or disposes of equipment and materials as directed	• maintains, stores, and/or disposes of equipment and materials with limited assistance	• maintains, stores, and/or disposes of equipment and materials on an independent basis	• demonstrates effective techniques for managing facilities, equipment, and supplies
Problem Solving and Innovation			
• participates in problem solving as a process	• identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	• thinks critically and acts logically in the context of problem solving	• identifies and resolves problems efficiently and effectively
• learns a range of problem-solving skills and approaches			
• practises problem-solving skills by responding appropriately to a clearly defined problem, specified goals, and constraints by – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	• applies problem-solving skills to a directed or a self-directed activity by – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	• transfers problem-solving skills to real-life situations by generating new possibilities • prepares implementation plans • recognizes risks	• identifies and suggests new ideas to get the job done creatively by – combining ideas or information in new ways – making connections between seemingly unrelated ideas – actively seeking out opportunities

Communicating Effectively • uses communication skills; e.g., reading, writing, illustrating, speaking • uses language in appropriate context • listens to understand and learn • demonstrates positive interpersonal skills in selected contexts	• communicates thoughts, feelings, and ideas to justify or challenge a position using written, oral, and visual means • uses technical language appropriately • listens and responds to understand and learn • demonstrates positive interpersonal skills in many contexts	• prepares and effectively presents accurate, concise, written, visual, and/or oral reports providing reasoned argument • encourages, persuades, convinces, or otherwise motivates individuals • listens and responds to understand, learn, and teach • demonstrates positive interpersonal skills in most contexts	• negotiates effectively by working towards an agreement that may involve exchanging specific resources or resolving divergent interests • negotiates and works towards a consensus • listens and responds to understand, learn, teach, and evaluate • promotes positive interpersonal skills among others
Working with Others • fulfills responsibility in a group project • works collaboratively in structured situations with peer members • acknowledges the opinions and contributions of others in the group	• → • co-operates to achieve group results • maintains a balance between speaking, listening, and responding in group discussion • respects the feelings and views of others	• seeks a team approach as appropriate based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of work load • works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	• leads, where appropriate, mobilizing the group for high performance • understands and works within the context of the group • prepares, validates, and implements plans that reveal new possibilities
Demonstrating Responsibility **Attendance** • demonstrates responsibility in attendance, punctuality, and task completion **Safety** • follows personal and environmental health-and-safety procedures • identifies immediate hazards and their impact on self, others, and the environment • follows appropriate/emergency response procedures **Ethics** • makes personal judgements about whether a certain behaviour/action is right or wrong	• → • recognizes and follows personal and environmental health-and-safety procedures • identifies immediate and potential hazards and their impact on self, others, and the environment • → • assesses how personal judgements affect other peer members and/or family; e.g., home and school	• → • establishes and follows personal and environmental health-and-safety procedures • → • → • assesses the implications of personal/group actions within the broader community; e.g., workplace	• → • transfers and applies personal and environmental health-and-safety procedures to a variety of environments and situations • → • → • demonstrates accountability for actions taken to address immediate and potential hazards • analyses the implications of personal/group actions within the global context • states and defends a personal code of ethics as required
***Developmental Framework** • *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variable* • *Less-structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

[1] Curriculum Standards Branch, Alberta Education, *Career and Technology Studies: Enterprise and Innovation, Guide to Standards and Implementation* (Edmonton: 1996), G.7, G.8.

Basic Competencies for Distance Learners

Eight basic competencies, identified by the following icons, are developed in each strand, though they may not necessarily appear in each module.

Careers: identify appropriate career linkages within the strand being studied

Communication: effectively present concise written, visual, and oral communications

Ethics: make judgements about whether behaviour is right or wrong on personal, community, and global levels

Innovation: recognize opportunities/problems and identify and suggest new ideas

Safety: assess potential risks, and follow personal and environmental safety procedures

Task Management: demonstrate an ability to locate and use resources and to use time effectively

Teamwork: work towards goals co-operatively, collaboratively, or independently, and acknowledge the opinions of others

Technology: effectively use technology when required

These icons will indicate to both students and facilitators that a basic competency has been identified in the activity offered to the students.

Structure of the Learning Package

Basic Design

This learning package involves many other components in addition to this Learning Facilitator's Manual. This module includes at least two print components: a Student Module Booklet and an Assignment Booklet.

Student Module Booklet

The Student Module Booklet contains guided activities that instruct students in a relevant, realistic setting. Within the framework of Career and Technology Studies, one module equals one credit.

This booklet has been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. The writer has incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques are used to cater to individual learning styles and preferences. The booklet has been designed to include a variety of pathways and options because it is intended for a broad range of use within and beyond Alberta.

Contents
Overview Assessment
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Module Summary
Appendix

The structure of the Student Module Booklet follows a systematic design. The booklet begins with a detailed table of contents that shows the students all of the main steps; this page acts as an organizer for students. The Module Overview introduces the module topic or theme and includes a graphic representation to help visual learners and poor readers. This introduction also includes an assessment statement, so students are informed of the weightings of each assignment.

The body of the Student Module Booklet is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme. The activities may include print, audio, video, computer, or Internet involvement. Computer and Internet activities are optional. At times, the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Each section also includes other activities such as the Extra Help and Enrichment as optional pathways. This flexibility caters to each student's personal situation.

Following the last section is a modular summary that focuses on the skills and strategies that the student has learned. The Student Module Booklet ends with an Appendix that includes a Glossary and Suggested Answers for the self-assessment work.

Assignment Booklet

Accompanying each Student Module Booklet is an Assignment Booklet. The activities in the Assignment Booklets can be used for both formative and summative assessments. Students should complete these assignments when they have thoroughly reviewed the other module materials. You may decide to have students submit their work as soon as they have completed each sectional assignment or you may choose to let students complete all the sectional assignments within the module before evaluating their work. The Assignment Booklets have been designed for both in-classroom use and for distance learning. **If the Assignment Booklets are not being mailed, remove the green outside mailing covers before distributing the booklets to students.**

Media

INTERNET

VIDEOCASSETTE

Internet references are found throughout the module; exploring those references, however, is optional for students. In most cases, students are given suggested topics that they may explore through the Internet's search engines. In rare cases, students might be given a specific uniform resource locator (URL), but they should be aware that these addresses are subject to change.

Updated information about the Learning Technologies Branch and this module and others can be found by starting at the Learning Technologies Branch's home page at **http://ednet.edc.gov.ab.ca/ltb** or by going straight to the LTB Courses page at **http://ednet.edc.gov.ab.ca/ltb/400/courses.html**.

Optional videos are also mentioned at various points in the module. A list of the optional videos is also included on the following pages. More information about the videos appears later in this manual.

Textbooks and Reference Books

The textbook for EAI 3010 is *Entrepreneurship: Creating a Venture*, fourth edition, written by M. Lily Kretchman, et al., and published by John Wiley & Sons, Toronto. A discussion of useful references will be given later in this Learning Facilitator's Manual.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
• none mandatory	• none mandatory	• LFM for Enterprise and Innovation 3010 • one Student Module Booklet and one Assignment Booklet for each student • There is a Final Test.

Videocassettes or laser videodiscs used in the course may be available from the Learning Resources Distributing Centre or ACCESS. You may also wish to call your regional library service for more information.

Optional Components

Equipment (Hardware)	Media	Materials
• videocassette player • computer	• Videocassette • Optional Videos –*Minding My Own Business, Episode 5: Managing* –*All That Glitters* • Internet	

Contacts

Following is a list of organizations that may provide help and/or resources for the learning facilitator.

Associations/Organizations

- Alberta Debate and Speech Association
  202, 17308 – 108 Avenue
  Edmonton, Alberta
  T5X 3Y8
  Telephone: (403) 484-7929
  Fax: (403) 484-2710

- Alberta Foundation for Economic Education
  901, 10179 – 105 Street
  Edmonton, Alberta
  T5J 1E2
  Telephone: (403) 421-9331
  Fax: (403) 426-2987

The Chartered Banks and Canada's Economy
Labour in the Canadian Economy
(teacher resource) *Retail Marketing in Canada*
Using Money Wisely

- Bank of Montreal
  Communications Assistant
  Public Affairs
  P.O. Box 6002
  Place d'Armes
  Montreal, Quebec
  H2Y 3S8
  Telephone: (514) 555-1212

Money and Banking Modules (teacher resource—duplication permission granted when used by schools)

- Canadian Advertising Foundation
  402, 350 Bloor Street East
  Toronto, Ontario
  M4W 1H5
  Telephone: (416) 961-6311

- Canadian Advisory Council on the Status of Women
  9th Floor, 110 O'Conner Street
  Ottawa, Ontario
  K1P 5M9
  Telephone: (613) 992-4975
  Fax: (613) 992-1715

Teacher Resources
Canadian Job Strategy 1987
Pay Equity
Planning Our Future
Women Entrepreneurs

- Canadian Bankers' Association
  600, The Exchange Tower
  P.O. Box 348
  2 First Canadian Place
  Toronto, Ontario
  M5X 1E1
  Telephone: (416) 362-6092
  Fax: (416) 362-7705

OR

- Canadian Bankers' Association
  Suite 960
  10020 – 101 A Avenue NW
  Edmonton, Alberta
  T5J 3G2

Financing a Small Business: Working with Your Bank
Helping You Bank
Starting a Small Business

- The Canadian Chamber of Commerce
  1160, 55 Metcalfe Street
  Ottawa, Ontario
  K1P 6N4
  Telephone: (613) 238-4000
  Fax: (613) 238-7643

- Canadian Co-operative Association
  400, 275 Bank Street
  Ottawa, Ontario
  K2P 2L6

Co-operative Entrepreneurship: A Case Study in Worker Ownership

- Canadian Foundation for Economic Education
  501, 2 St. Clair Avenue West
  Toronto, Ontario
  M4V 1L5
  Telephone: (416) 968-2236
  Fax: (416) 968-0488

BIZBAll: A Look at Basic Business and Economics Concepts Via Major League Baseball
Entrepreneurship: A Primer for Canadians (teacher resource)
Labour Market: Teacher's Resource Package (teacher resource)
Money and Youth
Women in the Work Force

- Canadian Imperial Bank of Commerce
  Commerce Court
  Toronto, Ontario
  M5L 1A2
  Telephone: (416) 980-2211
  Fax: (416) 861-3666

- The Canadian Manufacturers' Association
  102, 130 Albert Street
  Ottawa, Ontario
  K1P 5G4
  Telephone: (613) 233-8423
  Fax: (613) 233-6048

- The Conference Board of Canada
  255 Smyth Road
  Ottawa, Ontario
  K1H 8M7
  Telephone: (613) 526-3280
  Fax: (613) 526-4857

Economic Forecast: Provincial Outlook (research reports, personalized information services)

- The Edmonton Journal
  10006 – 101 Street
  Edmonton, Alberta
  T5J 0S1
  Telephone: (403) 429-5100
  Fax: (403) 429-5318

- Junior Achievement of Northern Alberta
  (Alberta north of Lacombe, and NWT)
  161, 10700 – 104 Avenue
  Edmonton, Alberta
  T5J 4S2
  Telephone: (403) 428-1421
  Fax: (403) 428-1031

- Junior Achievement of Southern Alberta
  (Lacombe and South)
  739 – 10 Avenue SW
  Calgary, Alberta
  T2R 0B3
  Telephone: (403) 263-2545
  Fax: (403) 261-6988

Materials are available only where Junior Achievement has identified community business consultants and provided inservice.

- Procter & Gamble Inc.
  Educational Services
  P.O. Box 355 Station A
  Toronto, Ontario
  M5W 1C5
  Telephone: (416) 730-4711

Canadian Consumers and Their Marketplace: 100 Activity Ideas
Consumer Advertising
Consumer Choice

- Royal Bank of Canada
  Public Affairs
  335 – 8 Avenue SW
  Calgary, Alberta
  T2P 2N5
  Telephone: (403) 292-3493
  Fax: (403) 292-3017

Your Business Matters (series)
Your Money Matters (series)

- Rural Education and Development Association
  14815 – 119 Avenue
  Edmonton, Alberta
  T5L 2N9
  Telephone: (403) 451-5959
  Fax: (403) 452-5385

List of speakers for schools
Several modules on cooperatives and entrepreneurship
Teacher resource package on cooperatives

Some of these sources undergo frequent name and/or telephone number changes. Check the *Learning Resource Guide of the Enterprise and Innovation Guide to Standards and Implementation* for updates.

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual's needs. But these past efforts often failed because of lack of time and lack of quality materials that conformed to Alberta specifications.

Owing to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. Media and a well-designed learning package, however, can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

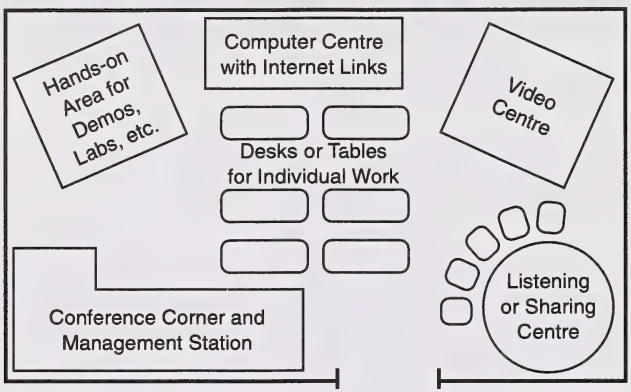
The key to a successful open learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open learning system runs smoothly.

The Key to a Successful Open Learning System

Learning Package

The specially designed learning package needed for a successful open learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all of the components in the learning package available to students as needed.

If you are able to acquire media and appropriate hardware to meet your class needs, media centres can be established.


Hands-on Area for Demos, Labs, etc.
Computer Centre with Internet Links
Video Centre
Desks or Tables for Individual Work
Conference Corner and Management Station
Listening or Sharing Centre

You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

CTS Centre

Since many of the strands in Career and Technology Studies overlap and complement one another, consideration should be given to establishing a CTS Resource Centre. One or two copies of each resource could be established in this central area for the use of all CTS students.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the Student Module Booklet. Students have solutions, models, explanations, and guides included in the Appendix of every booklet. These aids are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking.

As the learning facilitator, you may need to offer more support and personal guidance to those students having difficulty. The activities include choices and pathways. If a student is struggling, you may need to encourage that student to work on all of the choices rather than on only one. This would provide additional instruction and practice in a variety of ways.

You may also have to reinforce the need for students to do the sectional activities carefully and thoroughly before attempting the assignments in the Assignment Booklet.

Another form of support is routine contact with each individual. This contact might be achieved with a biweekly conference scheduled by you; or, as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This teaching might involve small groups or a large group. It might be used to take advantage of something timely (e.g., current legal cases; international events or situations, such as terrorist activity, that affect the tourism industry), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open learning system is essential to the success of the program. Leadership and promotion of the system are essential. The following areas also need action to ensure that the system runs smoothly:

- Scheduling, Distributing, and Managing Resources—As discussed earlier, in order to do these tasks efficiently you may need to develop media centres or a system for students to reserve the necessary resources.

- Scheduling Students—Students and teachers should work together to establish goals, module completion timelines, and daily timelines. Although students may want to study for long periods of time (e.g., all morning), learning facilitators should discourage this practice. Concentration, retention, and motivation are improved by taking scheduled breaks.

- Monitoring Student Progress—You will need to record the date that each student completes each section and the Final Test. Your data might also include the projected date of completion if you are using a student-contract approach.

Sample of a Student Progress Chart

EAI 3010		Section 1	Section 2	Section 3	Section 4	Section 5	Final Test
Billy Adams	P						
	A						
Louise Despins	P						
	A						
Violet Klaissian	P						
	A						
P = Projected Completion Date A = Actual Completion Date							

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments—You will need to record the marks awarded to each student for work completed in the module Assignment Booklet. The mark from this Assignment Booklet will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

EAI 3010	Section 1	Section 2	Section 3	Section 4	Section 5	Final Module Assignment	Average of Assignments	Other	Final Test	Final Mark
Billy Adams	67	71	59	60	78	60	67			
Louise Despins	51	50	54	56	53	56	53			
Violet Klaissian	84	79	83	89	85	89	84			

Letter grading could easily be substituted.

- Recording Effectiveness of System—Keep ongoing records of how the system is working. This data will help you in future planning.

Sample of a System Assessment Chart

EAI 3010			
Date	Student Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open Learning Classroom

The teachers in a conventional classroom spend a great deal of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach, it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student centred, not teacher centred. The teacher needs to facilitate learning by providing general support to the learner.

Assessing Student Achievement in CTS

The CTS assessment standards assess two basic forms of competency:

- **What a student can do**
  - make a product (e.g., wood bowl, report, garment)
  - demonstrate a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork)
- **What a student knows**
  - knowledge base needed to demonstrate a competency (link theory and practice)

CTS Defines Summative Assessment Standards

The assessment standards and tools defined for the CTS modules focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (or formative assessment) will continue to assess how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, and so on.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the assessment tools included in the CTS Guide to Standards and Implementation to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (Module Learner Expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50 percent.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. Note: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report credits students have earned to Alberta Education. For further information refer to the CTS Guide to Standards and Implementation.

Self-Assessment

Self-assessment helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude towards these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, learning facilitators will help students develop a positive attitude towards their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, to have a peer assess other activities, and to become directly involved in assessing the remainder of the activities.

When the modular activities have been assessed, students should be directed to make corrections. This task should be made clear to students right from the beginning. It is important to establish the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for students. If students are having difficulty, more practice may be warranted, and students may need to be encouraged to select more of the choices.

Each section within a Student Module Booklet includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-assessment techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize the material to help you remember it?
- What steps do you follow when you complete an assignment?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

Assignments

This module contains a separate booklet called the Assignment Booklet. This booklet is an informal evaluation tool for assessing the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the Assignment Booklet; however, you may decide to establish a value for other variables, such as attitude or effort. You may also decide to use a final test or final project to make up part of the final mark.** It is important that you establish at the beginning of the module those outcomes that will be assessed, and ensure that all students clearly understand what is expected.

Formal Assessment

This LFM includes a formal Final Test that can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the Student Module Booklet, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The values of the Final Test and module are the decision of the classroom teacher.

Assessment Tools

A variety of assessment tools have been developed for each strand of the CTS program. For more particulars, refer to the Guide to Standards and Implementation, available on the Internet at **http://ednet.edc.gov.ab.ca/cts/cts_curricdocs.html**. The following example is one of many assessment tools that have been developed.

Assessment Framework: Presentations/Reports

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student: **Preparation and Planning** • sets goals and follows instructions accurately • responds to directed questions and follows necessary steps to find answers • accesses basic in-school/community information sources • interprets and organizes information into a logical sequence • records information accurately, using correct technical terms • uses time effectively	*The student:* **Preparation and Planning** • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant in-school/community resources • interprets, organizes, and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • plans and uses time effectively • gathers and responds to feedback regarding approach to task and project status	*The student:* **Preparation and Planning** • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant information sources and recognizes when additional information is required • interprets, organizes, and combines information in creative and thoughtful ways • records information accurately, using appropriate technical terms and supporting detail • plans and uses time effectively, prioritizing tasks on a consistent basis • assesses and refines approach to task and project status based on feedback and reflection
Presentation • demonstrates effective use of at least one medium of communication. Examples follow: *Written:* *spelling, punctuation, grammar, basic format* *Oral:* *voice projection, body language* *Audio-Visual:* *techniques, tools* • uses correct grammatical convention and technical terms through proofreading/editing • provides an introduction that describes the purpose of the project • communicates information in a logical sequence • states a conclusion based on a summary of facts • provides a reference list of three or more basic information sources	**Presentation** • demonstrates effective use of at least two communication media. Examples follow: *Written:* *spelling, punctuation, grammar, format (formal/informal)* *Oral:* *voice projection, body language, appearance* *Audio-Visual:* *techniques, tools, clarity* • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates ideas into a logical sequence with sufficient supporting detail • states a conclusion by synthesizing the information gathered • provides a reference list that includes five or more relevant information sources	**Presentation** • demonstrates effective use of a variety of communication media. Examples follow: *Written:* *spelling, punctuation, grammar, format (formal/informal, technical/literary)* *Oral:* *voice projection, body language,appearance, enthusiasm, evidence of prior practice* *Audio-Visual:* *techniques, tools, clarity, speed and pacing* • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates thoughts/feelings/ideas clearly to justify or challenge a position • states a conclusion by analysing and synthesizing the information gathered • gives evidence of adequate research through a reference list including seven or more relevant information sources

[1] Curriculum Standards Branch, Alberta Education, *Career and Technology Studies: Enterprise and Innovation, Guide to Standards and Implementation* (Edmonton: 1996), G.13.

Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be repeated with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the student and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude towards learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. Those skills are as follows:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, bibliography, and glossary)
- interpreting maps, graphs, and charts
- using reference materials
- recognizing special symbols
- understanding and using different forms of media

Other general skills follow: using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total-class instructional session. If only certain students lack a skill, you may want to set up a temporary skills group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure students that these materials have been designed for easy reading. The authors have employed special strategies to reduce and control the reading level. Some of them are as follows:

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level

- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts
- the recognition that vocabulary and concepts are basic to understanding the content and, thus, must be handled systematically (defined in context, signalled in marginal notes or footnotes, and cited in a glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations, videos, audiocassettes, and software to help poorer readers and visual learners
- a use of a variety of formats (paragraphs, lists, charts, etc.) to help struggling readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media and activity choices to encourage an active rather than passive approach
- the development of instruction in a meaningful setting rather than in a contrived, workbook style
- the use of purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured learning experiences when reading, viewing, or listening to instructional materials; and the acknowledgement that the recognized reading process provides such a structured framework by emphasizing the following phases: developing pupil readiness, determining the purpose, providing guided instruction and feedback, ensuring opportunity to reread or review if necessary, and including enrichment or extensions

To help make the learning package more readable, you can begin your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You will need this solid understanding in order to link the content to the students' experiential base. This linking may be done through class brainstorming sessions concerning the topic or by using visuals and guided questions to predict what the module might be about. Such a strategy helps poorer readers strengthen their abilities to be able to predict new vocabulary.

> Note that when this module was being produced, Alberta Education's Curriculum Standards Branch was still working out the final details of the Enterprise and Innovation Studies curriculum. Refer to the most recent edition of the CTS Guide to Standards and Implementation for any changes to EAI 3010.

Managing the Venture (EAI 3010)

Overview

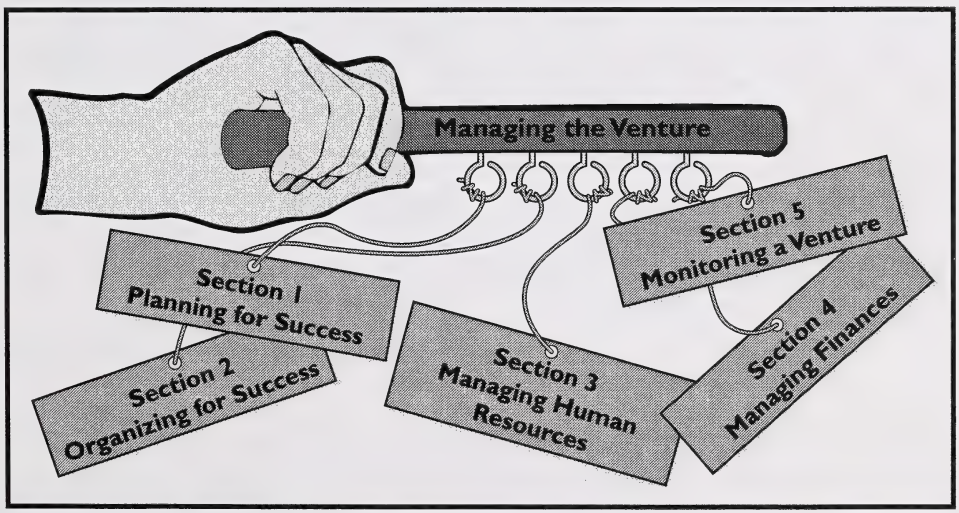
In this module students will learn about managing a venture. In Section 1, they will evaluate objectives and goals of a venture, examine the management functions of planning, organizing, directing (leading, motivating, morale building, and communicating), decision making and problem solving. They will develop a plan of action to fulfil venture requirements, examine the need for accounting procedures, appraise certain government regulations, and discuss ethical and unethical business practices. Students will examine the marketing mix and formulate a plan to monitor inventory and supplies.

In Section 2, students will learn about the organizing function. They will describe the qualities of leadership as a management tool, compare the effects of leadership styles on human relations, develop an organization structure to achieve the objectives and goals of a venture, and become aware of effective communication functions.

In the third section students will examine characteristics of a supervisor role, describe the selection of personnel process (identifying and describing jobs, recruiting job candidates, interviewing, and selecting the right candidates). Students will discuss the development of personnel (orientation, training and performance, and staff evaluation). They will also discuss the components of compensation, explain the impact of morale on productivity, demonstrate conflict resolution strategies, demonstrate negotiating skills, and formulate a plan to encourage team building and professionalism.

In Section 4, students will perform banking functions, examine accounting functions (cashflow, balance sheet, income statement), examine the function of accounts receivable and accounts payable, and design a sample payroll.

In the final section of this module, students will identify factors in a venture plan that requires monitoring the cashflow, customer satisfaction, and human resources effectiveness. External factors that may affect a venture will be examined. Strategies for changing a plan in progress will be developed. Financial alternatives will be compared and assessed. Circumstances for downsizing and terminating a venture will be discussed.



Assessment

The assessment of this module will be based on five assignments and a final module assignment. These assignments will be weighted as follows:

Section 1 Assignment	**22 marks**
Section 2 Assignment	**13 marks**
Section 3 Assignment	**15 marks**
Section 4 Assignment	**20 marks**
Section 5 Assignment	**22 marks**
Final Module Assignment	**8 marks**
TOTAL	**100 marks**

Teaching Suggestions

There are many resources available for the Enterprise and Innovation learning facilitator. Some of the authorized resources have very good teacher resource manuals, student workbooks, videotapes, and user's guides. For the latest authorized basic student support and teaching resources, check the most recent *Learning Resource Guide* of the Enterprise and Innovation Guide to Standards and Implementation.

Following is the most recent addition to the authorized basic, support, and teaching resource.

Resource	Levels/Module No.		
	1	2	3
Planning for Success: An Interactive Learning Adventure. Toronto, Ontario: Canadian Bankers' Association, 1994. CD-ROM, three video programs and User's Guide. *Planning for Success* is a multimedia teaching resource package consisting of three video programs directed at 12–14 year olds, 15–17 year olds, and 18 years old and over. The CD-ROM features "The Enterprise Centre" and related print support material. There are dozens of interactive lessons, animated games, brainteasers, and financial planning exercises. Numerous Canadian entrepreneurs are included in the video segments. Students can prepare and print out their own complete venture plans. Recommended requirements: 486DX/33 computer/mouse; Microsoft® Windows™ 3.1; 8 megabytes of RAM; 640×480 SVGA 256 colour display; 16 bit Windows compatible sound board and speakers; doublespeed (300 kb/sec) CD-ROM drive. The distributor notes that the CD-ROM will run slowly on anything less than the above Windows multimedia platform.	1010 1020	2010 2020 2030 2040	3010 3020

Following are some general suggestions for teaching this module.

There are many other vehicles besides lecturing as a teaching technique for teaching entrepreneurship. Students are more enthusiastic and excited when they can explore entrepreneurial issues through a variety of classroom teaching formats. You may wish to try any of the following teaching techniques. Before choosing the strategy, keep the following in mind:

- the needs, abilities, and receptiveness of your students
- the atmosphere and structure of your class
- your abilities and preferences
- your community and parental support and involvement
- length of class periods
- your classroom resources (materials, equipment, space)
- suitability of the topic to the teaching technique

Following are some possible teaching techniques that can be used in this module.

Brainstorming

Brainstorming allows students to creatively explore ideas about a problem or topic. Welcome all suggestions without criticism.

Upon completion of the brainstorming process, do an evaluation to identify the most sensible, creative, and useful idea.

Informal Discussions, Debates, and Panel Discussions

Informal discussions give students the opportunity to express their feelings, values, and opinions based on shared facts and ideas. Prior to the commencement of the discussion, you should clearly state the topic or choose stimulating questions to be discussed. This will spark the discussion and provide the students with guidance and direction.

Discussions can be facilitated in either large or small groups. Smaller groups are often more appropriate as each student will have more opportunities to speak. Also, shy students are more likely to participate in smaller groups since they are speaking to fewer people.

You may prefer assigning students to small groups rather than letting them choose their own groups. This method prevents friends from becoming more involved with each other than with the task at hand, which can disrupt the group process. This method also solves the problem of some students being left out.

Role-Playing

Role-playing is a technique that can be used to explore problems and issues and to find solutions.

You can begin by outlining a situation that requires a decision. The situation should be relevant to the students. This will enable the students to relate to the role-play situation and participate in the process more successfully.

Possible topics for role-playing in this module could include decisions to be made regarding leadership styles, recruiting job candidates, interviewing, orienting, training staff, evaluating staff, problem solving, and decision making. Students could also be asked for ideas for role-play situations. Once a role-play situation has been chosen, print or type the roles on index cards. Allow the students time to read the cards and think about how they will play their roles. Success will be more likely if the students are allowed to prepare by practising their role-play in advance.

Guest Speakers

Guest speakers can bring much information and experience to your students in the classroom. Possible guest speakers from the community could include entrepreneurs who could speak to your students about the following topics:

- evaluation of venture objectives and goals
- management functions (planning, organizing, controlling—monitoring, directing—leading, motivating, morale building, communicating, decision making, problem solving)
- the need for accounting procedures
- government regulations dealing with health, safety, compensation
- ethical and unethical business practices
- establishment and maintenance of communicating functions
- management of human resources
- selection of personnel

- development of personnel
- components of compensation
- payroll deductions
- impact of morale on productivity
- conflict resolution strategies
- accounting functions
- payroll
- factors of a venture plan that require monitoring
- comparison and assessment of financial alternatives

Be sure to choose speakers who are dynamic, capable of easily developing rapport with your students, and experienced in the field.

Have the students prepare for the presentation by listing relevant questions, which could be asked after the presentation.

The students may express their appreciation to the guest speaker through a thank-you speech, a gift given as a token of appreciation, or a thank-you letter.

Community Resources

You will find that community resources personnel and agencies can provide much valuable information and assistance in this subject area. You can use these people as sources of information and resource material and as guest speakers for some of the topics. Survey your community to see if any of these resources are available:

- a representative from the Employment Standards Branch of Alberta Labour to discuss the following

  – statement of earnings
  – hours of work
  – overtime
  – vacation with pay
  – termination of employment

- a representative from the federal government to discuss the following

  – Employment Insurance premiums
  – Canada Pension Plan contributions
  – income tax deductions

Media

Students enjoy watching videos that allow them to get involved and identify with the characters and situations. Often they enjoy expressing their feelings, ideas, and attitudes about the issues presented. These issues can be used to stimulate classroom discussion.

It is important to preview any video you intend to show. Note the content, setting, type of language used, quality of acting, clothing styles, objectives, updated information, and realism of the situations and characters.

You must realize that no video is perfect, but if a video is to be useful in the classroom it should be relevant, entertaining, and up to date.

Freebies

You can obtain many free pamphlets and handouts for classroom use from various community and government agencies.

Have a place in your classroom where these pamphlets and handouts can be stored, and encourage students to help themselves.

Independent Study

Independent study involves individual students researching and studying topics of personal interest. Teacher guidance is needed.

Upon completion of an independent study project, the student should have the opportunity to discuss any concerns or discoveries with the teacher. This method lends itself well to all the sections of this module.

Question Box

There may be some ideas, concerns, and questions that students have, but feel too embarrassed to express. Having a question box where these concerns can be submitted anonymously would be beneficial. Only the teacher should have access to the comments submitted to the question box.

You could address comments found in the question box in time set aside prior to beginning each class.

Open-Ended Statements

You can make use of open-ended statements to help students express their ideas, feelings, attitudes, values, interests, opinions, and reactions.

Open-ended statements would work very effectively as an introduction to a topic or as a form of review. In this module you may want to try using open-ended statements for the following activities:

- evaluating venture objectives and goals
- examining management functions
- discussing ethical and unethical business practices
- describing leadership qualities
- demonstrating conflict resolution strategies
- formulating a plan to encourage team building and professionalism

Creating a Positive Classroom Atmosphere

It is important that a sense of openness be created in the classroom. This allows students to feel comfortable when asking questions and discussing concerns. Individual privacy must also be respected. When openness and respect prevail in the classroom, students do not feel nervous about discussing managing their ventures. If there is a problem with any student, it is best to discuss it with the student on a one-to-one basis.

Responding to students' concerns, viewpoints, questions, and comments in a positive manner helps to create a positive learning environment. Sometimes there are no right or wrong answers and you must let your students know that their ideas are important and valuable.

Values, ideas, and beliefs are unique to each individual student's business venture. By working through this module together, you and the students with whom you are working will have the opportunity to discuss and share ideas on a wide range of topics regarding managing a venture.

Some students are very knowledgeable about entrepreneurship. Build on and use that expertise. You can have these students demonstrate and share their knowledge. Encourage them to help other students. Even though you are the teacher, do not be afraid to admit you do not know something.

These techniques can be used for all the sections in this module.

Section 1: Planning for Success

In this section, planning strategies are discussed. The students are introduced to many of the management functions, but the main focus is planning.

Key Concepts

- evaluation of objectives and goals
- management functions
- plan of action to fulfil venture requirements
- accounting procedures
- government regulations
- ethical and unethical business practices
- marketing mix
- plan for monitoring inventory and supplies

The basic goals of this section are to ensure the students

- evaluate the objectives and goals of a venture
- examine management functions
- develop a plan of action to fulfil venture requirements
- examine the need for accounting procedures
- appraise government regulations dealing with health, safety, and compensation
- discuss ethical and unethical business practices
- examine the marketing mix
- formulate a plan to monitor inventory and supplies

Teaching Suggestions

- Invite an entrepreneur to your class to discuss the following:
  - management functions
  - accounting procedures
  - marketing mix
  - ethical and unethical business practices

- Invite a government official to discuss government regulations like health, safety, and compensation.

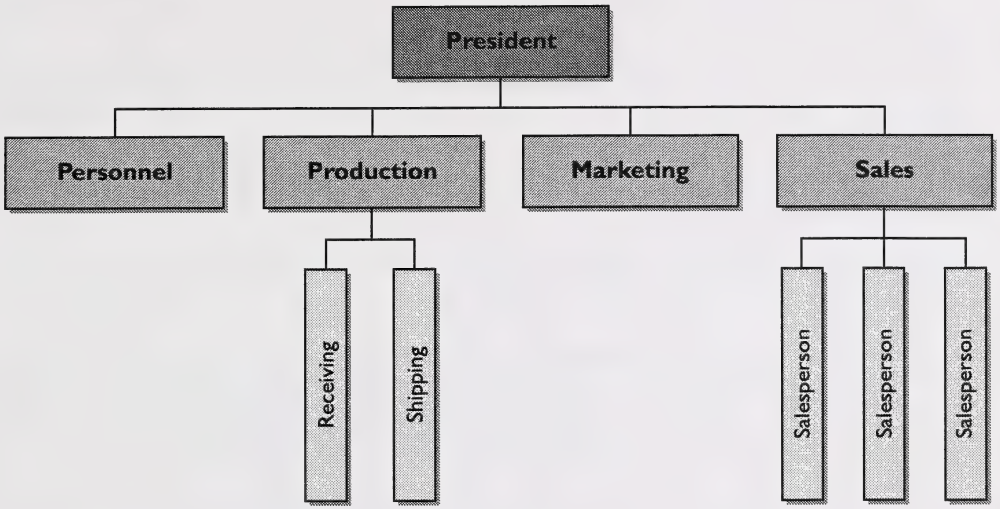
Section 1: Assignment Answer Key (22 marks)

1. The students will have some of the following examples in their charts.

Function	Examples
• Planning	• He plans to have unique products, build a loyal clientele, invest in staff training, and control costs. • He moved to a larger location.
• Organizing	• To minimize waste, he matches food supplies to busy time periods. • He must be organized to introduce unique products, build a loyal clientele, invest in staff training, and control costs.
• Directing –leading –motivating –morale building –communicating	• He moved to a larger location. • He spreads hours evenly among employees to keep them. • He believes in a hands-on approach with staff to the extent that he even teaches his staff the most efficient ways to peel potatoes. • He recruits good staff and trains them properly to keep customers happy.
• Controlling (Monitoring)	• Building loyal clientele meant moving to a larger location. • Monitoring the cashflow is important to the success of the business.
• Decision Making and Problem Solving	• He moved to a larger location. • He recommends borrowing money from friends and family to finance a business. • To keep his staff working, even during slow periods, he spreads the hours evenly among his employees.

(12 marks)

2. The organizational chart should look like the following one.



(10 marks)

Section 2: Organizing for Success

In this section students will focus on the management function of organizing.

Key Concepts

- leadership qualities
- leadership styles
- organizational structure
- communication functions

The basic goals of this section are to ensure the students

- describe leadership qualities
- compare the effects of leadership styles on human relations
- develop organizational structure
- analyse organization structure
- establish and maintain effective communication functions

Teaching Suggestions

An interesting way to teach communication is to use role-play. Have one student read a sentence to the group and then have the rest of the class paraphrase what was said. For example, have one student read the sentence, "Independence is one quality an entrepreneur must have to be successful." Some paraphrased responses may be "You mean I'll never be successful because I'm not independent!" or "Every successful entrepreneur is independent."

If you feel there is a need to teach communication in more detail, you may find the following helpful.

- Discuss the following with the students: "Communication is an integral part of living and relating to others. Letting the management and employees know what the goals, objectives, and plans are for the company are examples of communication. Communication may be verbal (spoken or written) or nonverbal (facial expression, gestures). It is talking, listening, sharing, and relating."

- Take the students through the following eight steps to more effective communication. Where possible, have students relate the ideas to their personal experiences of communicating with entrepreneurs.

Step 1: Context

Effective communication requires that you understand the context in which it takes place. What were your thoughts and feelings when you were listening? What were the thoughts and feelings of the person with whom you were speaking?

Have you ever tried to speak to someone who walked right by? Could it be that the person is angry with you, or could it be that the person is upset about something that just happened or is so busy that he or she didn't even notice you? It is important to understand the event or circumstances before you react (or overreact).

Can students think of times when they have overreacted to a situation?

Step 2: Perception Checking

Perception checking is one of two ways in which you can check the "context." By checking to see how other people feel, you show that you care about them and that their feelings are important to the communication. Perception checking does not involve only saying "How do you feel?"; but, rather, checking whether your perception of the feelings of the other person is accurate. Example: "You seem really upset about what I said," or "You look really confused about something."

Step 3: Feeling Description

Feeling description is the other way of checking the "context" of communication. When communicating with others—and especially if some disagreement has occurred—it is important you let others know how you are feeling. This is not done to make others feel guilty, but to clarify what has happened for you. It is usually best to use the "I message" approach ("**I'm** really hurt by what's been said," NOT "**You** really make me mad, you jerk!").

Try these activities related to perception checking and feeling description:

- It is important to have a good vocabulary of "feeling words." Using all 26 letters of the alphabet as your guide and a piece of looseleaf paper as your recording device, list as many feeling words as you can (at least 26) from "abandoned" to "zonked out."

- On the other side of the paper, write the words *happy*, *angry*, *sad*, and *love* across the top of the page. Underneath each word, write as many synonyms as possible. Sometimes you may be angry, but at other times – furious!

Step 4: Timing

Have you ever said something and realized that it wasn't the time or place to bring up the topic? Discussing pay reductions when a company has made a huge profit is poor timing. Whenever you communicate seriously, it is important to choose the time as appropriately as possible if you want your message to be heard and understood.

Question: If you decided to discuss a problem you're having with an employee, when would it **not** be a good time to raise the subject with the person?

Question: If you decided to ask your employees to take a cut in pay, how would you decide when to ask?

Question: When would it be most (or least) appropriate to talk to an employee who has been late for work for two weeks?

Think ahead and plan your communication timing.

Step 5: Being Clear

Saying one thing and meaning another does not improve communication. Neither does hinting around in the hope that the other person may figure out what it is you are trying to say. It is important that you communicate honestly and clearly and that your nonverbal communication (facial expression, body stance, and eye contact) matches and supports the message you wish to send. Being consistent helps understanding.

To illustrate, say the phrase "Good Morning!" five times, using different tones of voice, body language, and facial expressions. Do others get the same feeling from you each time?

Step 6: Paraphrasing

A common problem in communication occurs when one person mistakenly assumes he or she understands what someone else means. Paraphrasing—a powerful interpersonal communication skill—is a rewording of the main idea in a person's statement. It shows the speaker that you are listening and attempting to understand what has been said.

When you paraphrase, you state in your own words what you heard the other person say. Here is an example:

A. "Boy! Our company has a very good product, but it is not selling!"

B. (Paraphrasing): "It sounds like your product is not benefiting the consumers or meeting their demands."

A. "No, it means our company does not have an effective promotional program to influence the consumers to buy the product."

Try the following exercises to practise paraphrasing:

- Paraphrase the following statements. Try to think of several possible responses for each.
  – "Prices are influenced by sales volume and profitability."
  – "Our business is profitable because of its location."
  – "My business is successful, stronger, and profitable because it serves its customers well."

- Work with a classmate to do this activity:
  – Each student writes a two- or three-sentence statement, beginning with the phrase, "I believe I have the following leadership qualities. . ."

  – Share the written information with your partner, and paraphrase each other's communication. Don't just "parrot." Express your answer in your own words; get behind the meanings.

Step 7: Listening

If communication is the cornerstone of interpersonal skills, then the cornerstone of communication has to be effective listening. In fact, many managers, when asked what they like most about a good employee, will reply, "He or she really listens to me; he or she really cares." Many managers and employees alike wish they could just talk to their colleagues who would set aside some time to listen.

Question: What are five qualities that distinguish a really good listener from a person who seldom listens to what is said?

Question: What qualities do you possess that qualify you as a good listener? What are some listening skills that you need to improve on?

Step 8: Respect

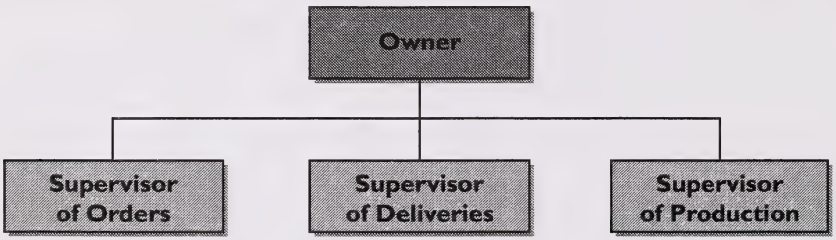
No one wants to be put down, ridiculed, laughed at, or ignored. It is important, therefore, that you respect the opinion and ideas of others. If you disagree, by all means say "I can't agree with what you've said," but avoid at all costs the temptation to throw in personal attacks or name-calling as part of the process. Just because you disagree doesn't mean it's acceptable to say, "You're an airhead if you can't see I'm right about this!"

Effective communication (and good relationships in general) must be based on the attitude that every individual has personal worth.

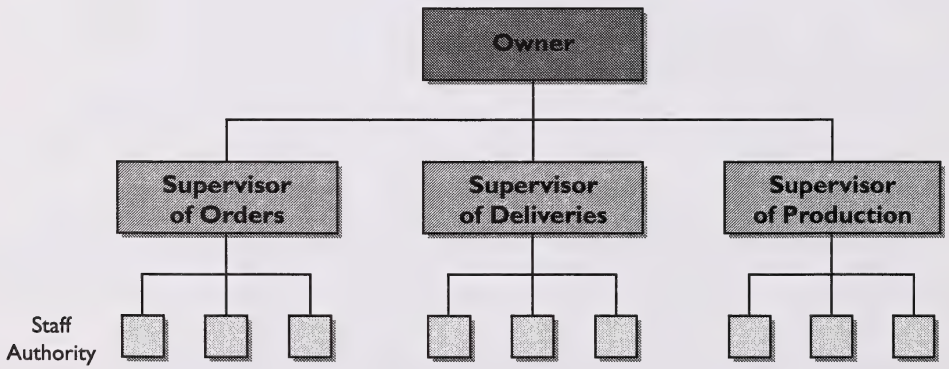
Section 2: Assignment Answer Key (13 marks)

1. a. Students indicate as many of the organizational structures as they believe are needed for achieving business objectives and goals. **(3 marks)**

   b. Line authority are those people directly responsible for achieving the objectives and goals.



If their businesses grow, the students will add staff authority. These are the staff members that provide services to the line authority.



Students may indicate departmentation to group logically related activities. For example, the delivery unit may include several functions.

Students may have a project or matrix structure and they should explain each structure.

Students may indicate their businesses are centralized or decentralized. Explanations should be supplied. **(6 marks)**

2. If students are autocratic leaders, they are most likely to have a centralized company since these type of leaders make all the decisions and command their employees to do exactly as they are told. These leaders lack confidence in their employees and are convinced that if they, the leaders, do not make all the decisions, nothing will be done correctly. **(4 marks)**

Section 3: Managing Human Resources

Students will be exposed to the functions involved in managing human resources. They will become aware of the important role a personnel manager has in managing the human resources of a company. Students will be able to describe the selection of personnel in terms of identifying and describing jobs, recruiting job candidates, interviewing, and selecting the right candidates. Students will become familiar with the development of personnel. They will discuss the components of compensation for employees, some of which are legislated by both the federal and provincial governments. Students will gain a good understanding of the maintenance function of a personnel manager which includes dealing with working conditions, morale, conflict resolution and negotiation, and team building and professionalism.

Key Concepts

- characteristics for a supervisor role
- selection of personnel
- development of personnel
- compensation for employees
- working conditions and morale
- conflict resolution and negotiation
- team building and professionalism

The basic goals of this section are to ensure the students

- describe the components and strategies of recruitment and human resources development
- examine the characteristics for a supervisor role
- discuss the components of compensation
- become aware of working conditions and morale
- explain the impact of morale on productivity
- demonstrate conflict-resolution strategies and negotiating skills
- encourage team building and professionalism

Teaching Suggestions

- Invite an entrepreneur to your class to discuss the following:
  –selection of personnel (identifying and describing jobs, recruiting job candidates, interviewing, selecting the right candidates)
  –development of personnel (orientation, training and performance, staff evaluation)
  –compensation for employees
  –morale
  –conflict resolution and negotiation
  –team building and professionalism

- Invite someone from Alberta Labour to speak about the provincial employment standards.

Section 3: Assignment Answer Key (15 marks)

1. Students may use any five of the following recruiting methods:

   - looking for employees who are currently employed with the organization in another capacity
   - using one or more employment agencies established solely for this purpose
   - using references from friends and relatives
   - advertising in local newspapers
   - using Canada Employment Centre, which is a federal agency that both applicants and companies can use
   - hiring employees from competitors
   - surveying technical schools, colleges, and universities
   - using the Internet **(5 marks)**

2. The four steps students would go through to select an employee are as follows:

   - identifying and describing the job
   - recruiting job candidates
   - interviewing the candidates
   - selecting the right candidate **(4 marks)**

3. The three things that must be addressed in the development of personnel are as follows:

   - orientation
   - training and performance
   - staff evaluation **(3 marks)**

4. An employer can offer any of the following benefits to employees:

   - vacation
   - paid holidays
   - life insurance policy
   - lay-off pay
   - maternity leave
   - government payroll taxes like
     – Canada Pension
     – Employment Insurance
     – Workers' Compensation
   - educational assistance
   - recreational programs
   - bonuses
   - medical plans
   - dental plans
   - health benefits
   - pension plan
   - profit sharing
   - stock ownership

   The students had to choose only three from the list. **(3 marks)**

Section 4: Managing Finances

Students will become aware of what is involved in managing the finances of a company. They will become familiar with banking functions, examine accounting functions, and design a sample payroll.

Key Concepts

- banking functions (banking institutions, completing forms)
- accounting functions
  –cashflow
  –accounts receivable
  –accounts payable
  –balance sheet
  –income statement
- payroll

The basic goals of this section are to ensure the students

- perform banking functions
- examine accounting functions
- design a sample payroll

Teaching Suggestions

- Invite an entrepreneur to your class to discuss the following
  –banking functions (banking institutions, completing various forms)
  –accounting functions (cashflow, balance sheet, income statement)
  –payroll

- Invite your local MP or MLA to your class to talk about the government initiatives and financial support for entrepreneurs starting a new business or expanding an existing business.

- Invite different lenders from your community (bank, credit union, trust company, government organization or agency) to speak to your class about the following:
  –the types of loans each provides
  –the advantages for an entrepreneur in borrowing from the financial institution
  –the types of collateral required
  –information needed on a loan application
  –the method for reviewing a loan application
  –the criteria used to evaluate a loan application

- Invite a bank loans officer or bank manager to your class to speak about the advantages and disadvantages of various sources of equity and debt financing.

- Invite a representative from either a financial institution (bank, credit union, trust company), a government organization or agency (Business Development Bank of Canada, Western Economic Diversification Canada, Women's Enterprise Initiative, Alberta Opportunity Company, Industry Canada, Alberta Economic Development and Tourism), or both to discuss the financial services offered by each.

- Invite an entrepreneur to speak to your class about various sources of equity and debt financing.

- Have students role-play an interview between a loans officer and an entrepreneur applying for finances.

- In the past, female entrepreneurs have had more difficulty obtaining financing than have males. Have your students interview some female entrepreneurs about their experiences with obtaining financing. Have they been positive or negative? Have the students interview a loans officer of a financial institution on the same topic.

Section 4: Assignment Answer Key (20 marks)

1. D 2. B 3. A 4. C **(4 marks)**

5. The chart should look like the following one.

Name	Net Claim Code	Insurable Earnings Monthly Pay Period	Deductions			Total Deductions	Net Pay
			Income Tax	CPP	EI		
Ty Yolen	2	2550	477.70	66.06	73.95 (2550 × .029)	617.71	1932.29
Clerene Vedres	1	2620	519.95	68.10	75.98 (2620 × .029)	664.03	1955.97
Nikki Chung	3	1800	251.90	44.12	52.20	348.22	1451.78
Total		6970	1249.55	178.28	202.13	1629.96	5340.04

(16 marks)

Section 5: Monitoring a Venture

Students will become aware of some of the monitoring functions an entrepreneur must do to ensure success. Some of these functions involve setting timelines to indicate when and how often factors have to be monitored, and proposing adjustments to remedy inconsistencies.

Key Concepts

- factors in a venture plan that require monitoring
- timelines indicating when and how often to monitor factors
- adjustments to remedy inconsistencies
- strategies for changing a plan already in progress
- financial alternatives
- downsizing or terminating a venture

The basic goals of this section are to ensure the students

- examine various factors in a venture plan that require monitoring like cashflow, customer satisfaction, human resources effectiveness
- examine external factors like inflation and fads that may affect a venture
- develop strategies for changing a plan in progress
- compare and assess financial alternatives
- discuss downsizing and termination of a venture

Teaching Suggestions

Invite an entrepreneur to your class to discuss the following:

- monitoring cashflow, customer satisfaction, human resources effectiveness
- examining external factors like the fluctuating economy and fads that affect a venture
- comparing and assessing financial alternatives

Section 5: Assignment Answer Key (22 marks)

1. Students may use only three of the following strategies for introducing changes to plans their companies already have in progress:
    - Involve the employees when changing a plan.
    - Encourage feedback so the employees can express their feelings.
    - Be certain that the employees know the reason for the change and how it reflects the organization's goals and objectives.
    - Build an atmosphere of trust.
    - Use a problem-solving technique that consists of defining the problem, generating solutions, assessing the solutions, choosing one solution and making a decision, and evaluating the decision. **(3 marks)**
2. It is important to monitor and evaluate a plan to enable entrepreneurs to know what is going well, what needs fine-tuning, and what needs a major overhaul. **(3 marks)**
3. Step 1 – Identify the Problem: *C*
   Step 2 – Get Employee Response: *D*
   Step 3 – State Expectations: *E*
   Step 4 – Get Agreement: *F-P*
   Step 5 – Decide on an Improvement Plan: *Q-U*
   Step 6 – Gain Commitment: *V*
   Step 7 – Set a Time for the Next Meeting: *W-X*
   Step 8 – Monitor and Follow-up: *Y*
   (16 marks)

Final Module Assignment (8 marks)

1. The students should indicate what they learned about the importance of managing a venture from this module. **(4 marks)**
2. The students should indicate some information from this module that they can apply to managing their ventures. **(4 marks)**

Final Test

Security
Included here is the answer key to the Final Test and the student's copy of the Final Test. Teachers should keep these secure against unauthorized student access. Students should not have access to the test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

Convenience
The student's copy of the Final Test is designed for photocopying and faxing.

MANAGING THE VENTURE

FINAL TEST ANSWER KEY

Part A: Multiple Choice (15 marks)

1. C	6. C	11. A
2. C	7. A	12. C
3. D	8. B	13. D
4. B	9. B	14. D
5. A	10. D	15. A

Part B: Written Response (85 marks)

1. a. Human resources are individually selected to use their skills to help an organization achieve its goals. **(2 marks)**

   b. Recruiting is the process of seeking and attracting job applicants who possess the required skills, abilities, and motivation to do the job. **(2 marks)**

2. Students can list any of the following five recruiting methods:

   - looking for employees who are currently employed with the organization in another capacity
   - using one or more employment agencies established solely for this purpose
   - using references from friends and relatives
   - advertising in local newspapers
   - using Canada Employment Centre
   - hiring employees from competitors
   - surveying technical schools, colleges, and universities
   - using the Internet

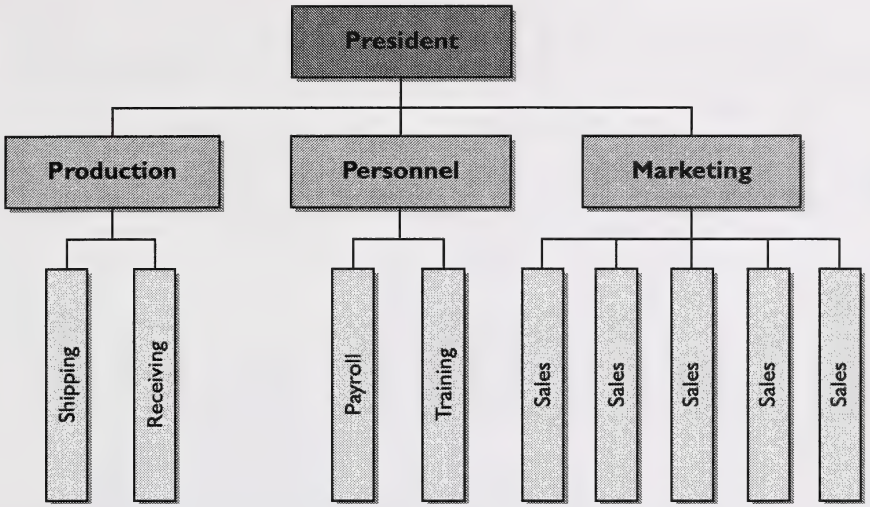
   (5 marks)

3. The students' plans may include the following components and their descriptions in their paragraphs.

   - mutual trust (stating views and differences openly without fear of job loss, ridicule, or retaliation)
   - mutual support (giving and receiving help from fellow employees)
   - communication (voicing one's opinions and feelings without fear and communicating openly with team members)
   - team objectives (understanding and making efforts to accomplish the organization's goals and objectives)
   - conflict resolution (working through conflicts using a style of conflict resolution)
   - utilization of employee resources (using each employee's abilities, knowledge, and experiences as fully as possible)
   - organization's environment (respecting individual differences and adhering to ethical standards that relate to the customers, employees, and government officials)

   (15 marks)

4. The students' organizational chart should look like the following one.



(13 marks)

5. A company can offer its employees any five of the following benefits:

- life insurance
- lay-off pay
- maternity leave
- Employment Insurance
- educational assistance
- anniversary rewards
- recreational programs
- paid holidays
- bonuses
- medical plan
- dental plan
- accident insurance
- health benefits
- Workers' Compensation
- pension plan
- profit sharing
- stock ownership

(5 marks)

6. a. Her income tax deduction is $343.45. **(2 marks)**
   b. Her Canada Pension Plan contribution is $50.70. **(2 marks)**
   c. Her Employment Insurance premium is $58.73 (2025 × 0.029). **(2 marks)**
   d. Her net pay is $1572.12 [2025 – (343.45 + 50.70 + 58.73) = 2025 – 452.88 = 1572.12]. **(2 marks)**

7. The students can have the following answers.

   Step 1: Define the problem. The problem is whether to use cash or credit to buy a new computer.

   Step 2: Generate solutions. The options are as follows:

   - Use cash for the purchase.
   - Use credit for the purchase.

Step 3: Assess the solutions.

Assessment		
Method of Payment	**Advantages**	**Disadvantages**
using cash	• has no interest costs • discourages impulse buying	• is less convenient • drains the emergency fund
using credit	• is convenient • leaves emergency money • can be used to purchase larger expenditures	• must pay interest costs to lender • encourages impulse buying

Step 4: Choose a solution and make a decision. You decided to use credit for the purchase of a new computer based on the advantages of using credit.

Step 5: Evaluate the decision. When evaluating the decision, you decided it was more convenient to use credit because it was safer and easier to use for this large purchase. Paying for it in instalments lessens the immediate burden of making such a major purchase.

(15 marks)

8. The eight steps that can be used to deal with a human resources problem are as follows:

   - Identify the problem.
   - Get a response from the employee about the problem identified in Step 1.
   - State employer expectations.
   - Get an agreement between the employer and employee.
   - Decide on an improvement plan. Both should decide how things can be improved.
   - Gain commitment from the employee to change his or her behaviour or improve performance by stating exactly what he or she is going to do to improve the situation.
   - Set a time for the next meeting to discuss the progress.
   - Monitor feedback and do follow up.

   (8 marks)

9. Students can choose any of the following three strategies for introducing changes to a plan already in progress:

   - Involve the employees when changing a plan. This helps people to understand the changes, makes the employees feel confident that the change is needed, and makes use of ideas of those most closely associated with the problem or the need for change.
   - Encourage feedback so the employees can express their feelings. This enables people to air any frustrations and helps reduce resistance to the changes.
   - Be certain that the employees know the reasons for the changes, and how they reflect the organization's goals and objectives. Employees will be more accepting of the changes.

- Build an atmosphere of trust. It is best to be up front and tell the truth. Employees would rather have bad news than no news.

- Involve the employees when using a problem-solving technique, which consists of the following:
  – defining the problem
  – generating solutions
  – assessing the solutions
  – choosing one solution and making a decision
  – evaluating the decision

When employees are included in the problem-solving process, they accept personal responsibility for the decisions.
(9 marks)

10. a. There is no effective communication in this situation. **(1 mark)**

b. This problem can be solved by doing any two of the following:

- involving the person directly
- being honest and to the point
- keeping the language simple
- paraphrasing to avoid misinterpretation
- listening to what the person has to say
- being specific in the message by keeping the five *W*'s in mind—who, when, where, why, and what
- respecting one another

(2 marks)

MANAGING THE VENTURE

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **ONE** HOUR TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A: Multiple Choice 15 marks

PART B: Written Response 85 marks

Value

PART A: MULTIPLE CHOICE

15

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the question number on the Response Page and place your answer in the corresponding blank.

1. An assortment of variables (product, price, place, and promotion) that can be adjusted to suit specific features that the customer wants is called

   A. target market
   B. product life cycle
   C. marketing mix
   D. inventory control

2. The management function that follows planning and indicates how management wants to arrange its resources to accomplish the plan is

   A. controlling
   B. motivating
   C. organizing
   D. directing

3. An accounting statement that shows the net profit or loss of a company is

   A. cost of goods sold
   B. balance sheet
   C. cashflow
   D. income statement

4. This financial institution is not regulated federally under the Bank Act and specifically offers services that pertain to administering an estate and a trust.

   A. bank
   B. trust company
   C. credit union
   D. crown corporation

5. A number used when referring to income tax tables that indicates the amount of exemptions claimed is called

   A. net claim code
   B. social insurance number
   C. Personal Tax Credits Return
   D. payroll deduction table

6. A _____ is a special accounting record that summarizes details of the earnings and deductions of all employees.

   A. employee earnings record
   B. net claim code
   C. payroll register
   D. Personal Tax Credits Return

7. Gross profit is

   A. net sales minus cost of goods sold
   B. the amount a business must pay for the goods that it eventually sells
   C. the amount of money after corporate income tax has been deducted
   D. the liabilities plus the equity

8. The management function of guiding the actions and performances of people to achieve the organization's goals is

   A. planning
   B. directing
   C. controlling
   D. organizing

9. A deduction from an employee's pay to provide funds for government is called

   A. payroll deduction
   B. income tax
   C. Canada Pension Plan
   D. Employment Insurance

10. The management function of establishing objectives that the organization should accomplish by a future date and then deciding how best to achieve those objectives is called

    A. organizing
    B. directing
    C. decision making
    D. planning

11. The management function of ensuring that actual performance is according to plan and that organizational goals are being met is

    A. controlling
    B. organizing
    C. planning
    D. directing

12. This type of a leader encourages employees to participate in the decision-making process and delegates the authority for decisions to subordinates.

    A. autocratic
    B. collegial
    C. democratic
    D. laissez-faire

13. The part of a business that is directly responsible for achieving organizational goals is

    A. staff authority
    B. formal authority
    C. staff component
    D. line authority

14. Accounts receivable is

    A. money owed by a business for purchases or to other creditors for products/services that have been received, but not yet paid for
    B. the money a business has after expenses are subtracted from revenue divided by the selling price
    C. a specific amount of credit that a financial institution will allow a consumer to have at any given time
    D. the money owed to the business by customers who have made their purchases on credit

15. Equity financing is the

    A. type of financing that involves selling part of the company to a prospective investor who then receives a proportional share of the profits
    B. type of financing where the lenders are repaid for the loan with interest over a specific time period regardless if the business is showing a profit or not
    C. securing of debts issued by a company that pay a certain interest rate and a date on which the principal must be paid
    D. loan that is paid back in a certain period of time usually through monthly payments

PART A: RESPONSE PAGE

_____	1.	_____	9.
_____	2.	_____	10.
_____	3.	_____	11.
_____	4.	_____	12.
_____	5.	_____	13.
_____	6.	_____	14.
_____	7.	_____	15.
_____	8.		

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

Value

PART B: WRITTEN RESPONSE

85

1. Define the following terms.

(2 marks)

a. human resources

_____

_____

_____

(2 marks)

b. recruiting

_____

_____

_____

(5 marks)

2. What are five recruiting methods an entrepreneur can use to find and attract new employees?

_____

_____

_____

_____

_____

_____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(15 marks) 3. For success, every personnel manager should have a plan for encouraging team building and professionalism. Assume you are the personnel manager and you have such a plan. In a paragraph describe five components you would include in your plan.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(13 marks) 4. Design an organizational chart for XYZ Ltd. XYZ is a small business owned by U.R. Lucky, who is the president. A production manager is in charge of a shipping clerk and a receiving clerk. An individual who manages personnel supervises a payroll clerk and a person in charge of training. Five sales representatives are hired to meet the demands of marketing.

(5 marks) 5. Compensation includes many forms of benefits besides wages and salaries. What are five benefits a company could offer its employees?

_____

_____

_____

_____

_____

_____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

6. Lakshmi makes $2025 a month. Her net claim code is 2. Use the tables at the end of your exam to do these questions.

(2 marks) a. What is her income tax deduction?

(2 marks) b. What is her Canada Pension Plan contribution?

(2 marks) c. What is her Employment Insurance premium?

(2 marks) d. What is her net pay?

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(15 marks)

7. You must buy a new computer for your desktop-publishing company. You have to decide whether to pay cash or use credit to buy it. Use the five-step, decision-making process to help you solve your business problem.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(8 marks) 8. In this module you studied a eight-step process that is useful in dealing with a human resources problem such as an employee being late regularly. What are the eight steps?

(9 marks) 9. After monitoring a venture plan, a manager must sometimes make changes to a plan that already exists. What are three strategies for introducing changes to a plan that is already in progress. For each of the three strategies, explain why you chose each strategy.

Strategy	Reasons for Choice

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

10. Read the following and answer the questions that follow it.

Sarah is the owner of a company that employs six employees. Whenever there is a problem concerning an employee, she never discusses it with this person. Instead, she tells a few of the colleagues. Generally, at coffee break the problem is discussed and the rest of the people hear about it. This strategy often upsets the person who is directly involved with the problem because he or she never is aware the problem existed and because he or she was the last person to know about it.

(1 mark) a. What kind of a problem exists in this situation?

_____

_____

_____

(2 marks) b. What are two ways this problem can be solved?

_____

_____

_____

_____

_____

_____

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

Alberta

Federal and Provincial Tax Deductions

Monthly (12 pay periods a year)

Alberta

Retenues d'impôt fédéral et provincial

Mensuel (12 périodes de paie par année)

Pay Rémunération		If the employee's claim code from the TD1(E) form is / Si le code de demande de l'employé selon le formulaire TD1(F) est										
		0	1	2	3	4	5	6	7	8	9	10
From De	Less than Moins de	Deduct from each pay / Retenez sur chaque paie										
1983. -	2017.	487.65	351.80	335.20	301.90	268.65	235.35	200.70	162.30	123.95	85.60	47.20
2017. -	2051.	495.90	360.10	343.45	310.20	276.90	243.60	210.25	171.90	133.55	95.15	56.75
2051. -	2085.	504.15	368.35	351.70	318.45	285.15	251.85	218.60	181.45	143.10	104.75	66.35
2085. -	2119.	512.40	376.60	359.95	326.70	293.40	260.10	226.85	191.05	152.70	114.30	75.90
2119. -	2153.	520.65	384.85	368.20	334.95	301.65	268.35	235.10	200.60	162.25	123.90	85.50
2153. -	2187.	528.90	393.10	376.45	343.20	309.90	276.60	243.35	210.10	171.85	133.45	95.05
2187. -	2221.	537.15	401.35	384.70	351.45	318.15	284.85	251.60	218.35	181.40	143.05	104.65
2221. -	2255.	545.40	409.60	392.95	359.70	326.40	293.10	259.85	226.60	191.00	152.60	114.20
2255. -	2289.	553.65	417.85	401.20	367.95	334.65	301.40	268.10	234.85	200.55	162.20	123.80
2289. -	2323.	561.90	426.10	409.45	376.20	342.90	309.65	276.35	243.10	209.85	171.75	133.35
2323. -	2357.	570.20	434.35	417.75	384.45	351.15	317.90	284.60	251.35	218.10	181.35	142.95
2357. -	2391.	578.45	442.60	426.00	392.70	359.40	326.15	292.90	259.60	226.35	190.95	152.50
2391. -	2425.	586.70	450.85	434.25	400.95	367.65	334.40	301.15	267.85	234.60	200.50	162.10
2425. -	2459.	594.95	459.10	442.50	409.20	375.95	342.65	309.40	276.10	242.85	209.55	171.65
2459. -	2493.	604.55	468.75	452.10	418.85	385.55	352.25	319.00	285.75	252.45	219.20	182.85
2493. -	2527.	617.35	481.55	464.90	431.65	398.35	365.05	331.80	298.55	265.25	232.00	197.65
2527. -	2561.	630.15	494.35	477.70	444.45	411.15	377.85	344.60	311.35	278.05	244.80	211.50
2561. -	2595.	642.95	507.15	490.50	457.25	423.95	390.65	357.40	324.15	290.85	257.60	224.30
2595. -	2629.	655.75	519.95	503.30	470.05	436.75	403.45	370.20	336.95	303.65	270.40	237.10
2629. -	2663.	668.55	532.75	516.10	482.85	449.55	416.25	383.00	349.70	316.45	283.20	249.90
2663. -	2697.	681.35	545.55	528.90	495.65	462.35	429.05	395.80	362.50	329.25	296.00	262.70
2697. -	2731.	694.15	558.30	541.70	508.40	475.15	441.85	408.60	375.30	342.05	308.80	275.50
2731. -	2765.	706.95	571.10	554.50	521.20	487.95	454.65	421.40	388.10	354.85	321.60	288.25
2765. -	2799.	719.75	583.90	567.30	534.00	500.75	467.45	434.20	400.90	367.65	334.35	301.05
2799. -	2833.	732.55	596.70	580.10	546.80	513.50	480.25	447.00	413.70	380.45	347.15	313.85
2833. -	2867.	745.35	609.50	592.90	559.60	526.30	493.05	459.80	426.50	393.25	359.95	326.65
2867. -	2901.	758.15	622.30	605.70	572.40	539.10	505.85	472.60	439.30	406.05	372.75	339.45
2901. -	2935.	770.95	635.10	618.50	585.20	551.90	518.65	485.35	452.10	418.85	385.55	352.25
2935. -	2969.	783.75	647.90	631.30	598.00	564.70	531.45	498.15	464.90	431.65	398.35	365.05
2969. -	3003.	796.55	660.70	644.10	610.80	577.55	544.25	511.00	477.70	444.45	411.20	377.90
3003. -	3037.	809.60	673.75	657.15	623.85	590.60	557.30	524.05	490.75	457.50	424.20	390.90
3037. -	3071.	822.65	686.80	670.20	636.90	603.65	570.35	537.10	503.80	470.55	437.25	403.95
3071. -	3105.	835.70	699.85	683.25	649.95	616.70	583.40	550.15	516.85	483.60	450.30	417.00
3105. -	3139.	848.75	712.90	696.30	663.00	629.70	596.45	563.20	529.90	496.65	463.35	430.05
3139. -	3173.	861.80	725.95	709.35	676.05	642.75	609.50	576.25	542.95	509.70	476.40	443.10
3173. -	3207.	874.85	739.00	722.40	689.10	655.80	622.55	589.30	556.00	522.75	489.45	456.15
3207. -	3241.	887.90	752.05	735.45	702.15	668.85	635.60	602.35	569.05	535.80	502.50	469.20
3241. -	3275.	901.00	765.15	748.55	715.25	682.00	648.70	615.45	582.15	548.90	515.60	482.30
3275. -	3309.	914.30	778.45	761.85	728.55	695.25	662.00	628.75	595.45	562.20	528.90	495.60
3309. -	3343.	927.60	791.75	775.15	741.85	708.55	675.30	642.05	608.75	575.50	542.20	508.90
3343. -	3377.	940.90	805.05	788.45	755.15	721.85	688.60	655.35	622.05	588.80	555.50	522.20
3377. -	3411.	954.20	818.35	801.75	768.45	735.15	701.90	668.60	635.35	602.10	568.80	535.50
3411. -	3445.	967.45	831.65	815.05	781.75	748.45	715.20	681.90	648.65	615.40	582.10	548.80
3445. -	3479.	981.05	844.95	828.30	795.05	761.75	728.50	695.20	661.95	628.70	595.40	562.10
3479. -	3513.	994.65	858.25	841.60	808.35	775.05	741.80	708.50	675.25	642.00	608.70	575.40
3513. -	3547.	1008.30	871.55	854.90	821.65	788.35	755.05	721.80	688.55	655.25	622.00	588.70
3547. -	3581.	1021.90	884.85	868.20	834.95	801.65	768.35	735.10	701.85	668.55	635.30	602.00
3581. -	3615.	1035.55	898.15	881.50	848.25	814.95	781.65	748.40	715.15	681.85	648.60	615.30
3615. -	3649.	1049.15	911.45	894.80	861.55	828.25	794.95	761.70	728.45	695.15	661.90	628.60
3649. -	3683.	1062.75	924.75	908.10	874.85	841.55	808.25	775.00	741.75	708.45	675.20	641.90
3683. -	3717.	1076.40	938.05	921.40	888.15	854.85	821.55	788.30	755.05	721.75	688.50	655.20
3717. -	3751.	1090.00	951.35	934.70	901.45	868.15	834.85	801.60	768.35	735.05	701.80	668.50
3751. -	3785.	1103.65	964.65	948.00	914.75	881.45	848.15	814.90	781.65	748.35	715.10	681.80
3785. -	3819.	1117.25	978.10	961.30	928.05	894.75	861.45	828.20	794.90	761.65	728.40	695.10
3819. -	3853.	1130.85	991.70	974.70	941.30	908.05	874.75	841.50	808.20	774.95	741.70	708.40

[1] Revenue Canada, *Payroll Deductions Tables – Effective January 1, 1997.* Reproduced with permission of the Minister of Supply and Services Canada, 1997.

Canada Pension Plan Contributions

Monthly (12 pay periods a year)

Cotisations au Régime de pensions du Canada

Mensuel (12 périodes de paie par année)

Pay Rémunération From - De	To - À	CPP RPC	Pay Rémunération From - De	To - À	CPP RPC	Pay Rémunération From - De	To - À	CPP RPC	Pay Rémunération From - De	To - À	CPP RPC
1965.34	1965.67	48.96	1989.96	1990.29	49.68	2014.57	2014.90	50.40	2039.19	2039.52	51.12
1965.68	1966.01	48.97	1990.30	1990.63	49.69	2014.91	2015.24	50.41	2039.53	2039.86	51.13
1966.02	1966.36	48.98	1990.64	1990.97	49.70	2015.25	2015.59	50.42	2039.87	2040.20	51.14
1966.37	1966.70	48.99	1990.98	1991.31	49.71	2015.60	2015.93	50.43	2040.21	2040.54	51.15
1966.71	1967.04	49.00	1991.32	1991.65	49.72	2015.94	2016.27	50.44	2040.55	2040.89	51.16
1967.05	1967.38	49.01	1991.66	1992.00	49.73	2016.28	2016.61	50.45	2040.90	2041.23	51.17
1967.39	1967.72	49.02	1992.01	1992.34	49.74	2016.62	2016.95	50.46	2041.24	2041.57	51.18
1967.73	1968.07	49.03	1992.35	1992.68	49.75	2016.96	2017.30	50.47	2041.58	2041.91	51.19
1968.08	1968.41	49.04	1992.69	1993.02	49.76	2017.31	2017.64	50.48	2041.92	2042.25	51.20
1968.42	1968.75	49.05	1993.03	1993.36	49.77	2017.65	2017.98	50.49	2042.26	2042.60	51.21
1968.76	1969.09	49.06	1993.37	1993.71	49.78	2017.99	2018.32	50.50	2042.61	2042.94	51.22
1969.10	1969.43	49.07	1993.72	1994.05	49.79	2018.33	2018.66	50.51	2042.95	2043.28	51.23
1969.44	1969.77	49.08	1994.06	1994.39	49.80	2018.67	2019.01	50.52	2043.29	2043.62	51.24
1969.78	1970.12	49.09	1994.40	1994.73	49.81	2019.02	2019.35	50.53	2043.63	2043.96	51.25
1970.13	1970.46	49.10	1994.74	1995.07	49.82	2019.36	2019.69	50.54	2043.97	2044.30	51.26
1970.47	1970.80	49.11	1995.08	1995.42	49.83	2019.70	2020.03	50.55	2044.31	2044.65	51.27
1970.81	1971.14	49.12	1995.43	1995.76	49.84	2020.04	2020.37	50.56	2044.66	2044.99	51.28
1971.15	1971.48	49.13	1995.77	1996.10	49.85	2020.38	2020.71	50.57	2045.00	2045.33	51.29
1971.49	1971.83	49.14	1996.11	1996.44	49.86	2020.72	2021.06	50.58	2045.34	2045.67	51.30
1971.84	1972.17	49.15	1996.45	1996.78	49.87	2021.07	2021.40	50.59	2045.68	2046.01	51.31
1972.18	1972.51	49.16	1996.79	1997.13	49.88	2021.41	2021.74	50.60	2046.02	2046.36	51.32
1972.52	1972.85	49.17	1997.14	1997.47	49.89	2021.75	2022.08	50.61	2046.37	2046.70	51.33
1972.86	1973.19	49.18	1997.48	1997.81	49.90	2022.09	2022.42	50.62	2046.71	2047.04	51.34
1973.20	1973.54	49.19	1997.82	1998.15	49.91	2022.43	2022.77	50.63	2047.05	2047.38	51.35
1973.55	1973.88	49.20	1998.16	1998.49	49.92	2022.78	2023.11	50.64	2047.39	2047.72	51.36
1973.89	1974.22	49.21	1998.50	1998.83	49.93	2023.12	2023.45	50.65	2047.73	2048.07	51.37
1974.23	1974.56	49.22	1998.84	1999.18	49.94	2023.46	2023.79	50.66	2048.08	2048.41	51.38
1974.57	1974.90	49.23	1999.19	1999.52	49.95	2023.80	2024.13	50.67	2048.42	2048.75	51.39
1974.91	1975.24	49.24	1999.53	1999.86	49.96	2024.14	2024.48	50.68	2048.76	2049.09	51.40
1975.25	1975.59	49.25	1999.87	2000.20	49.97	2024.49	2024.82	50.69	2049.10	2049.43	51.41
1975.60	1975.93	49.26	2000.21	2000.54	49.98	2024.83	2025.16	50.70	2049.44	2049.77	51.42
1975.94	1976.27	49.27	2000.55	2000.89	49.99	2025.17	2025.50	50.71	2049.78	2050.12	51.43
1976.28	1976.61	49.28	2000.90	2001.23	50.00	2025.51	2025.84	50.72	2050.13	2050.46	51.44
1976.62	1976.95	49.29	2001.24	2001.57	50.01	2025.85	2026.18	50.73	2050.47	2050.80	51.45
1976.96	1977.30	49.30	2001.58	2001.91	50.02	2026.19	2026.53	50.74	2050.81	2051.14	51.46
1977.31	1977.64	49.31	2001.92	2002.25	50.03	2026.54	2026.87	50.75	2051.15	2051.48	51.47
1977.65	1977.98	49.32	2002.26	2002.60	50.04	2026.88	2027.21	50.76	2051.49	2051.83	51.48
1977.99	1978.32	49.33	2002.61	2002.94	50.05	2027.22	2027.55	50.77	2051.84	2052.17	51.49
1978.33	1978.66	49.34	2002.95	2003.28	50.06	2027.56	2027.89	50.78	2052.18	2052.51	51.50
1978.67	1979.01	49.35	2003.29	2003.62	50.07	2027.90	2028.24	50.79	2052.52	2052.85	51.51
1979.02	1979.35	49.36	2003.63	2003.96	50.08	2028.25	2028.58	50.80	2052.86	2053.19	51.52
1979.36	1979.69	49.37	2003.97	2004.30	50.09	2028.59	2028.92	50.81	2053.20	2053.54	51.53
1979.70	1980.03	49.38	2004.31	2004.65	50.10	2028.93	2029.26	50.82	2053.55	2053.88	51.54
1980.04	1980.37	49.39	2004.66	2004.99	50.11	2029.27	2029.60	50.83	2053.89	2054.22	51.55
1980.38	1980.71	49.40	2005.00	2005.33	50.12	2029.61	2029.95	50.84	2054.23	2054.56	51.56
1980.72	1981.06	49.41	2005.34	2005.67	50.13	2029.96	2030.29	50.85	2054.57	2054.90	51.57
1981.07	1981.40	49.42	2005.68	2006.01	50.14	2030.30	2030.63	50.86	2054.91	2055.24	51.58
1981.41	1981.74	49.43	2006.02	2006.36	50.15	2030.64	2030.97	50.87	2055.25	2055.59	51.59
1981.75	1982.08	49.44	2006.37	2006.70	50.16	2030.98	2031.31	50.88	2055.60	2055.93	51.60
1982.09	1982.42	49.45	2006.71	2007.04	50.17	2031.32	2031.65	50.89	2055.94	2056.27	51.61
1982.43	1982.77	49.46	2007.05	2007.38	50.18	2031.66	2032.00	50.90	2056.28	2056.61	51.62
1982.78	1983.11	49.47	2007.39	2007.72	50.19	2032.01	2032.34	50.91	2056.62	2056.95	51.63
1983.12	1983.45	49.48	2007.73	2008.07	50.20	2032.35	2032.68	50.92	2056.96	2057.30	51.64
1983.46	1983.79	49.49	2008.08	2008.41	50.21	2032.69	2033.02	50.93	2057.31	2057.64	51.65
1983.80	1984.13	49.50	2008.42	2008.75	50.22	2033.03	2033.36	50.94	2057.65	2057.98	51.66
1984.14	1984.48	49.51	2008.76	2009.09	50.23	2033.37	2033.71	50.95	2057.99	2058.32	51.67
1984.49	1984.82	49.52	2009.10	2009.43	50.24	2033.72	2034.05	50.96	2058.33	2058.66	51.68
1984.83	1985.16	49.53	2009.44	2009.77	50.25	2034.06	2034.39	50.97	2058.67	2059.01	51.69
1985.17	1985.50	49.54	2009.78	2010.12	50.26	2034.40	2034.73	50.98	2059.02	2059.35	51.70
1985.51	1985.84	49.55	2010.13	2010.46	50.27	2034.74	2035.07	50.99	2059.36	2059.69	51.71
1985.85	1986.18	49.56	2010.47	2010.80	50.28	2035.08	2035.42	51.00	2059.70	2060.03	51.72
1986.19	1986.53	49.57	2010.81	2011.14	50.29	2035.43	2035.76	51.01	2060.04	2060.37	51.73
1986.54	1986.87	49.58	2011.15	2011.48	50.30	2035.77	2036.10	51.02	2060.38	2060.71	51.74
1986.88	1987.21	49.59	2011.49	2011.83	50.31	2036.11	2036.44	51.03	2060.72	2061.06	51.75
1987.22	1987.55	49.60	2011.84	2012.17	50.32	2036.45	2036.78	51.04	2061.07	2061.40	51.76
1987.56	1987.89	49.61	2012.18	2012.51	50.33	2036.79	2037.13	51.05	2061.41	2061.74	51.77
1987.90	1988.24	49.62	2012.52	2012.85	50.34	2037.14	2037.47	51.06	2061.75	2062.08	51.78
1988.25	1988.58	49.63	2012.86	2013.19	50.35	2037.48	2037.81	51.07	2062.09	2062.42	51.79
1988.59	1988.92	49.64	2013.20	2013.54	50.36	2037.82	2038.15	51.08	2062.43	2062.77	51.80
1988.93	1989.26	49.65	2013.55	2013.88	50.37	2038.16	2038.49	51.09	2062.78	2063.11	51.81
1989.27	1989.60	49.66	2013.89	2014.22	50.38	2038.50	2038.83	51.10	2063.12	2063.45	51.82
1989.61	1989.95	49.67	2014.23	2014.56	50.39	2038.84	2039.18	51.11	2063.46	2063.79	51.83

Employee's maximum CPP contribution for the year 1997 is **$944.78**

La cotisation maximale de l'employé au RPC pour l'année 1997 est de $944.78

[1] Revenue Canada, *Payroll Deductions Tables – Effective January 1, 1997.* Reproduced with permission of the Minister of Supply and Services Canada, 1997.

Employment Insurance Premiums — Cotisations d'assurance-emploi

Insurable Earnings / Rémunération assurable From - De	To - À	EI premium / Cotisation d'AE	Insurable Earnings / Rémunération assurable From - De	To - À	EI premium / Cotisation d'AE	Insurable Earnings / Rémunération assurable From - De	To - À	EI premium / Cotisation d'AE	Insurable Earnings / Rémunération assurable From - De	To - A	EI premium / Cotisation d'AE
1986.38	1986.72	57.61	1992.59	1992.93	57.79	1998.80	1999.13	57.97			
1986.73	1987.06	57.62	1992.94	1993.27	57.80	1999.14	1999.48	57.98			
1987.07	1987.41	57.63	1993.28	1993.62	57.81	1999.49	1999.82	57.99			
1987.42	1987.75	57.64	1993.63	1993.96	57.82	1999.83	2000.17	58.00			
1987.76	1988.10	57.65	1993.97	1994.31	57.83	2000.18	and up/ et plus	*			
1988.11	1988.44	57.66	1994.32	1994.65	57.84						
1988.45	1988.79	57.67	1994.66	1994.99	57.85						
1988.80	1989.13	57.68	1995.00	1995.34	57.86						
1989.14	1989.48	57.69	1995.35	1995.68	57.87						
1989.49	1989.82	57.70	1995.69	1996.03	57.88						
1989.83	1990.17	57.71	1996.04	1996.37	57.89						
1990.18	1990.51	57.72	1996.38	1996.72	57.90						
1990.52	1990.86	57.73	1996.73	1997.06	57.91						
1990.87	1991.20	57.74	1997.07	1997.41	57.92						
1991.21	1991.55	57.75	1997.42	1997.75	57.93						
1991.56	1991.89	57.76	1997.76	1998.10	57.94						
1991.90	1992.24	57.77	1998.11	1998.44	57.95						
1992.25	1992.58	57.78	1998.45	1998.79	57.96						

*Note

For insurable earnings above this amount, determine the employee's EI premium as follows

(1) Enter the employee's insurable remuneration payable now (that includes for example: taxable benefits, bonuses, overtime, accumulated overtime, retroactive pay increases, retiring allowances, and other insurable earnings) ..... $_____

(2) Multiply by the premium rate for the year 0.0290

(3) ** EI Premium for the pay period, item (1) times item (2) $_____

** The maximum is **$1,131**. Stop deducting EI premiums when the employee reaches the maximum premium for the year

Employer
The employer premium is 1.4 times the employee's premium (unless a reduced rate applies).

*Remarque

Pour la rémunération assurable excédant ce montant, faites le calcul suivant pour déterminer la cotisation d'AE de l'employé.

1) Entrez la rémunération assurable de l'employé payable maintenant (incluant par exemple: avantages imposables, gratifications, rémunération d'heures supplémentaires et de celles accumulées, augmentations de salaire rétroactives, allocations de retraite et autre rémunération assurable) ..... $_____

2) Multipliez par le taux annuel de la cotisation 0.0290

3) ** La cotisation d'AE pour la période de paie, point 1) fois point 2) $_____

** Le maximum est de **1 131$**. Cessez de retenir les cotisations d'AE lorsque l'employé aura atteint le montant maximal annuel de la cotisation

L'employeur
La cotisation de l'employeur est égale à 1,4 fois la cotisation de l'employé (sauf si une réduction du taux des cotisations s'applique).

Yearly maximum insurable earnings are $39,000

Yearly maximum employee premiums are $1,131

Le maximum annuel de la rémunération assurable est de 39 000 $

La cotisation maximale annuelle de l'employé est de 1 131 $

[1] Revenue Canada, *Payroll Deductions Tables – Effective January 1, 1997*. Reproduced with permission of the Minister of Supply and Services Canada, 1997.

TEACHER QUESTIONNAIRE FOR MANAGING THE VENTURE (EAI 3010)

This course is designed in a new distance learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The module follows a definite systematic design. Did you find it easy to follow?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

2. Did your observations reveal that the students found the design easy to follow?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

3. Did you find the Learning Facilitator's Manual helpful?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

5. The Learning Facilitator's Manual contains answers to the questions in the Assignment Booklet and a sample test. Did you find these helpful?

❑ Yes ❑ No If no, explain.

_____

_____

6. Did the Follow-up Activities prove to be helpful?

❑ Yes ❑ No If no, explain.

_____

_____

7. Were students motivated to try these Follow-up Activities?

❑ Yes ❑ No If no, give details.

_____

_____

8. Suggestions for computer and video activities are included in the module. Were your students able to use these activities?

❑ Yes ❑ No Comment on the lines below.

_____

_____

9. Were the assignments appropriate?

❑ Yes ❑ No If no, give details.

_____

_____

10. Did you fax assignments? ❑ Yes ❑ No

11. If you did fax, did you get satisfactory results from using this procedure?

❑ Yes ❑ No If no, give details.

_____

_____

Instruction

1. Did you find the instruction clear?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

2. Did your observations reveal that the students found the instruction interesting?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

3. Did you find the instruction adequate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

4. Was the reading level appropriate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

5. Was the work load adequate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

6. Was the content accurate and current?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

7. Did the content flow consistently and logically?

❑ Yes ❑ No If no, give details.

_____

_____

8. If applicable, was the transition between print and other media smooth?

❑ Yes ❑ No If no, give details.

_____

_____

Additional Comments

_____

_____

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Thanks for taking the time to complete this questionnaire. Your feedback is important to us. Please return this questionnaire to the address on the right.

Fax Number: 674-6561

Instructional Design and Development
Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.

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